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LIBRARY SERVICE IN LOUISIANA, KEEPING PACE WITH PROGRESS IN THE STATE. A REPORT PREPARED FOR THE LOUISIANA LIBRARY ASSOCIATION.

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THIS SURVEY WAS CONDUCTED TO EVALUATE THE PRESENT PROGRAM OF LIBRARY SERVICE AND LIBRARY EDUCATION IN LOUISIANA AS WELL AS TO FORMULATE PLANS FOR CONTINUED PROGRESS. BASED ON HISTORICAL BACKGROUND MATERIAL, CURRENT STATISTICS, AND VISITS TO REPRESENTATIVE LIBRARIES OF ALL TYPES, RECOMMENDATIONS INVOLVE--(1) STATEWIDE COOPERATION OF PUBLIC, SCHOOL, AND ACADEMIC LIBRARIES, AS WELL AS SPECIAL LIBRARIES ON A COMPENSATORY BASIS, BASED ON THE ESTABLISHMENT OF 7 REGIONAL LIBRARY SYSTEMS, (2) COORDINATION BY THE STATE LIBRARY OF THE SERVICES TO BE RENDERED BY THE VARIOUS TYPES OF LIBRARIES, WITH PUBLIC AND STATE LIBRARY SERVICE FUNDS TO BE HANDLED BY THE STATE LIBRARY AND ACADEMIC AND SCHOOL LIBRARY FUNDS TO BE HANDLED BY THE STATE EDUCATION DEPARTMENT, (3) STRENGTHENING LIBRARY EDUCATION IN THE STATE BY ADDING MORE FACULTY AND FACILITIES TO THE LOUISIANA STATE UNIVERSITY PROGRAM, AS WELL AS MORE EXTRAMURAL COURSES, CONTINUING EDUCATION, AND RESEARCH, AND (4) PUBLIC RELATIONS EFFORTS BY LIBRARY TRUSTEES, PUBLIC OFFICIALS, PROFESSIONAL ASSOCIATIONS, AND LIBRARIANS TO HELP INSURE THE SUCCESS OF THE PROPOSED PROGRAM BY CONVINCING THE APPROPRIATING AUTHORITIES OF THE ADVANTAGES OF IMPROVED STATE-WIDE LIBRARY SERVICE. A BIBLIOGRAPHY OF 116 ITEMS IS APPENDED. (JB)

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LIBRARY SERVICE IN LOUISIANA

Keeping Pace With Progress In The State

A Report
Prepared
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Louisiana
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John A. Humphry

and

James Humphry III

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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New York
1968

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Preface

Louisiana trustees, educators, librarians, political and community leaders and other interested citizens have seen fit to critically analyze the present program of library service and library education in the State, as well as to formulate plans to assure continued progress.

Early in 1965, the Executive Board of the Louisiana Library Association voted to establish a Library Development Committee to absorb the functions of the State Planning Committee, and the National Library Week Committee. The new committee assumed broader responsibilities involving comprehensive planning for library development throughout Louisiana. The Committee comprises approximately 35 members, including several leaders in the State as ex-officio members: the President of the Louisiana Library Association, the first and second Vice-Presidents of the Association, the State Librarian, the Director of the Louisiana State University Library School, the State Supervisor of School Libraries, and the Chairman of the Association's Trustees Section. The librarian of a college or university must be included in the membership of the Committee. In addition to librarians and educators, the membership of the Committee represents the fields of politics, government, business, industry, agriculture, labor, the professions, communications, civic and social activities.

A Survey Sub-committee of the Development Committee was appointed in 1965 to formulate plans for a statewide study of library service and of library education. The membership of the Sub-committee at that time included:

Miss Sallie Farrell
State Librarian, Chairman

Mrs. Florrinell F. Morton
Director, Louisiana State University Library School

James S. Cookston
State Supervisor of School Libraries

Kenneth E. Toombs
Director, University of Southwestern Louisiana Library

Mrs. Weldon Lynch
President, Allen Parish Library Board and *Chairman,*
Library Development Committee of Louisiana

Miss Margie Lynch
Librarian, Calcasieu Parish Library and
Executive Secretary, Library Development Committee of Louisiana

Miss Frances Flanders
Librarian, Ouachita Parish Public Library

E. J. Scheerer
Librarian, Louisiana Polytechnic Institute and *President*,
Louisiana Library Association

Since these appointments to the Survey Sub-committee were made, several changes in the composition of the Committee have taken place. Mr. Scheerer's untimely death in June, 1966, deprived the Sub-committee of a valued member. Mr. Kenneth E. Toombs, since the survey was begun, accepted the position of Director of Libraries of the University of South Carolina. Mr. T. N. McMullan, Director of the Library of Louisiana State University, succeeded Mr. Toombs. A member of the St. Mary Parish Library Board, Mr. Alex P. Allain, as Chairman of the Library Development Committee of Louisiana, serves on the Sub-committee. Mrs. Ruth Clark Reedy of McNeese State College, Executive Secretary, and Mrs. Lynch, past Chairman of the Library Development Committee of Louisiana, serve also as Sub-committee members. Others who have served as ex-officio members of the Sub-committee are:

Mrs. Eunice H. Cotton, *Librarian*
Franklin Parish Library

Mrs. Lena deGrummond
Former *State Supervisor of School Libraries*

Mrs. Mary T. Janowski, *Librarian*
Allen Parish Library

Mrs. Lou Venia Jones, *Librarian*
Morehouse Parish Library

Dr. Shirley K. Stephenson, *Professor*
Louisiana State University Library School

The Louisiana Library Association agreed to sponsor the study and the Louisiana State Library has served as liaison between the Survey Sub-committee and the Survey Director. The State Library financed the survey with federal funds available under the Library Services and Construction Act, Title I.

It is an honor to have been chosen by the Survey Sub-committee to direct this comprehensive evaluation of Louisiana's libraries in the educational process, and their future role. As Director of the Survey, I felt that such an important study could benefit by the experience and background of more than one individual. Therefore, my brother James Humphry III, Chief Librarian of The Metropolitan Museum of Art, accepted an invitation to assist me in the conduct of the study. The suggestion met with the approval of the Sub-committee and the administration of the State Library, under whose supervision this study has been made.

During the early months of the study, which began in January of 1966, my brother and I were provided with background material pertaining to the history, tradition, and the current status of libraries within the State. In March of 1966, I was invited to address the Annual Conference of the Louisiana Library Association, held in Baton Rouge, at which time I expressed my thoughts on the future of library service in Louisiana, with special emphasis on and attention to the particular requirements of library service in the State. My brother and I returned to Louisiana to spend two weeks in August, 1966, visiting representative libraries, including the State Library, parish, public, college and university libraries. Several subsequent trips and visits to Louisiana libraries and other institutions have been made since that time. There was a heartening and overwhelmingly favorable interest in this study as evidenced by the several hundred persons it was our privilege to meet as we toured the State.

We appreciate the understanding of the Sub-committee in granting an extension of time in which to complete this study. The request for additional time was necessitated principally because of my resignation as Director of the Brooklyn Public Library to accept the position of Assistant Commissioner for Libraries in the New York State Education Department.

The enthusiasm, encouragement and generous assistance provided by the members of the Sub-committee and by all who helped in this study were an inspiration to the surveyors, and aided materially in the conduct of the study and completion of the report. It is a pleasure to acknowledge such aid.

JOHN A. HUMPHRY
Survey Director

CHAPTER I

Introduction. Background Information on Louisiana

The history and culture of the State of Louisiana are as long, varied and colorful as any in the United States. The first real explorers of the State were the Spanish: Alvarez de Pineda and Panofilo de Narvaez at the beginning of the sixteenth century, followed by Hernando De Soto who, during 1541 and 1542, explored the Mississippi River and then ventured as far south as the mouth of the Red River. Although all of the New World was claimed by Spain, the Spanish explorers were more interested in the discovery of gold than in settlement or colonization and, finding none, they temporarily abandoned the area.

HISTORY

By the middle of the seventeenth century, the French had colonized and settled large areas of Canada, and it was left to them, using their Canadian settlements as bases, to explore fully and develop the country. Early French explorers found that the Mississippi River flowed not into the Pacific as had been thought, but into the Gulf of Mexico. In 1682, Robert Cavalier de La Salle led a successful expedition down the Mississippi, and claimed in the name of France all of the territory drained by the river. In honor of his king, Louis XIV, he named the area Louisiana. The first permanent French colony was established in 1699 on the coast of the Gulf of Mexico by the brothers le Moyne, d'Iberville and de Bienville.

From 1699 to 1762 the area which is now the State of Louisiana was under the French flag, both as a royal and as a proprietary colony. In 1762, after the French and Indian War, the territory of Louisiana was ceded by France to Spain, and Spanish rule lasted until 1801. During the Napoleonic wars within a period of two short years, and almost without the full realization of the farmers and traders of the territory, Louisiana was transferred first from Spain to France, and then, by the Louisiana Purchase, from France to the United States.

GOVERNMENT

On April 30 1812, Louisiana became the eighteenth State of the Union, and after the first state election on July 29, 1812, W. C. C. Claiborne became the first Governor of the State of Louisiana. Today, the government of Louisiana, similar to that of the United States, consists of three branches, Legislative, Executive, and Judicial. The Legislature is composed of the Senate, with thirty-nine members, and the House of Representatives, with one hundred and five members. Executive powers are held by the Governor and the Lieutenant Governor, and other elected officials, and the Judicial branch consists of the State Supreme Court, Courts of Appeal, District Courts, and other tribunals as provided by law.

Local government in Louisiana is administered through the parish. The term, as it relates to political subdivisions, is unique to the State and its equivalent in other states is the county. The term parish is derived from both the Spanish and ecclesiastical influences dating back to territorial history when political divisions were made for taxing and election purposes.

The parish is governed by a police jury whose counterpart elsewhere is a county board of commissioners or supervisors. The police jury does not administer all parish activities since the sheriff, clerk of the district court, members of the school board and other elected officials have authority to act independently of the police jury. One of the clearly prescribed duties and prerogatives of the police jury, however, is authority to establish a parish library, levy a tax or otherwise provide funds for its operation and to appoint a governing board for the library. The parish libraries are managed by five-member boards, and the president of the parish governing authority, or mayor of the municipality, serves in an ex-officio capacity. Other members serve for overlapping terms of five years.

Both the parish and police jury are created by state statute and exercise authority vested in them by virtue of the laws of the State of Louisiana.

GEOGRAPHY

Louisiana is bounded on the north by the state of Arkansas, on the east by Mississippi, on the west by Texas, and on the south by the Gulf of Mexico. It has an area of 48,523 square miles, and ranks 31st in area in the United States. There are 3,417 square miles of water surface in the State, and the length of the coast and the mainland and islands is some 1,700 miles. The State is divided into two separate and distinct parts, with the city of Alexandria as the geographic center. To the south are the bayous and marshes bordering on the Gulf of Mexico, and a mainly Catholic and French population. To the north, the State is predominantly Anglo-Saxon and Protestant, with gentle rolling hills, forests, and wide delta lands. The distinctive influence of both French and Spanish cultures are found in south Louisiana; the Creole population, descendants of the early French and Spanish settlers of the State, and the Acadians, descended from the French exiles from Nova Scotia, who came to Louisiana in the 1750's and 60's. The population of the northern part of the State is mainly descended from the pioneers from the neighboring states who took part in the early westward expansion of the United States. The total population of Louisiana in 1960 was 3,257,022. Louisiana was classified as an urban state for the first time as a result of the 1950 census when the percentage of city inhabitants represented 54.8 per cent of the State's population; in 1960 this percentage increased to 63.3 per cent.

Although it is located in a sub-tropical region, the climate of Louisiana is affected by the large bodies of water in the State and by the Gulf of Mexico, and is, therefore, semi-tropical. The average annual temperature ranges from 64.1 degrees in the north to 70.8 degrees in the south. The average annual rainfall is 56 inches. Snow and sleet are rare in Louisiana, and the equable climate provides for an unusually long growing season in both the northern and southern parts of the State.

ECONOMY

The natural resources of Louisiana are vast, and it has been said that the people of the State could enjoy a comfortable, self-supporting life, even if they were isolated from the rest of the world and had to rely entirely on their own resources. The main agricultural crop is still cotton, and Louisiana has an annual production valued at more than $90 million. The State is the leading producer of sugar cane, ranks second in rice production, and first in the production of Spring strawberries. Louisiana is also noted for its large fresh and salt water commercial fishing industry, and for its forest products. One of the most important natural assets of Louisiana is its fur industry. The great profusion of fur-bearing animals, muskrat, nutria, mink, otter and raccoon, makes Louisiana the largest producer of marketable pelts in the nation.

Louisiana today, however, is no longer solely an agricultural state. Recent years have seen a tremendous expansion in the petroleum and petro-chemical industries, and the State now ranks third in the nation in the production of petroleum, and second in the production of natural gas. The ever-increasing investment in drilling operations in the waters of the Gulf of Mexico is indicative of the continued growth in this area. The State now has many great business centers. New Orleans, Shreveport, Alexandria, Baton Rouge, Lafayette, Lake Charles and Monroe are all important in the industrial development of Louisiana and of the United States as a whole.

CULTURE

Cultural life in the early years in Louisiana reflected the varied background of its population. The wealthy Creoles and plantation owners still looked toward Europe, and sent their children to be educated there. By 1830, New Orleans had become an important art center in its own right, however, and portrait painters in particular found many commissions from among the wealthy families of the city and the State. The rural areas too were rich in the less sophisticated forms of art and music, and almost every family boasted its own musicians and singers. The first opera house in the United States was established in 1808 in New Orleans, and opera and the theater soon spread to the smaller towns.

Education in the beginning was principally the responsibility of the Catholic church, but in 1841 the City of New Orleans was authorized to provide free public education for its children, and by 1845 legislation was enacted to establish free public schools throughout the State.

Libraries, in the early years of Louisiana's history, were for the most part owned by the wealthy planters and traders, but in many cases they made their libraries available either to the public as a whole or to selected groups. The New Orleans Library Society was incorporated in 1805, and the city had both French and Spanish circulating libraries by 1820. Library societies were also established in St. Francisville, Alexandria, and Franklin during the early years of statehood. In 1855, the State Legislature provided for the establishment of "a public library of the State of Louisiana which shall be placed in the State House."[1] This library was later to become the Law Library of Louisiana. From these early beginnings, the State of Louisiana has provided and supported a program to serve all of the varied groups and wide interests of its society, which has been called unique in library service in the United States.

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[1] *Louisiana Acts. 1855, 2nd Session,* No. 329.

CHAPTER II

Louisiana State Library and other Library and Information Functions of the State

THE STATE LIBRARY

The State Library of Louisiana, throughout its more than forty year history, has exerted a significant influence on library development within the State. Some of the concepts of regional library service adopted by farsighted planners more than a generation ago in Louisiana are now being established in other states.

History

A comprehensive history[1] of the Louisiana State Library was written by Dr. Shirley K. Stephenson in partial fulfillment of her doctor's degree granted by Louisiana State University in 1957. This dissertation provides an excellent history and background of statewide library service in Louisiana. It is relevant to the conduct of this study, appropriate to take note of this unpublished work and to cite pertinent facts from it. The consultants, therefore, wish to acknowledge this source of information.

Approximately two years after Louisiana became a United States Territory, the government enacted legislation authorizing the establishment of parish public library service. It was more than one hundred years later, however, that the Louisiana State Library Association[2] was organized and devoted itself to seeking a library law providing for the establishment of public libraries, library boards and financing of libraries. Act 149 of 1910 was the direct result of the work of the Louisiana State Library Association's Legislative Committee.

The Louisiana State Library Association, supported by interested citizens and educators, especially the Louisiana Federation of Women's Clubs, played a significant role in securing the establishment of a State Library Commission, the forerunner of the State Library. This group displayed wisdom and foresight in recognizing the need for statewide leadership in library development. This attitude and perseverance prevail today and account for the fact that Louisiana has one of the most progressive plans for library development of any of the fifty states. During the 1920 Session of the Legislature, the Louisiana Library Commission was created. The name was changed to Louisiana State Library in 1946 by Act 102 of the Legislature.

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[1] Shirley K. Stephenson, *History of the Louisiana State Library, formerly Louisiana Library Commission,* 1957.

[2] Reorganized in 1925 under the name Louisiana Library Association.

The work of the Commission is:

> "to aid in the organization of public general libraries or to assist in the improvement of those already established. It may also receive gifts of books, money, or other property, which may be used or held in trust for the purpose or purposes given; may purchase and operate traveling libraries, and circulate such libraries within the state among communities, libraries, schools, colleges, universities, library associations, study clubs, and charitable and penal institutions, under such conditions and rules as the board may deem necessary to protect the interest of the state and best increase the efficiency of the service it is expected to render the public. It may publish lists and circulars of information, and may cooperate with other library commissions and libraries in the publication of documents, in order to secure the most economical administration of the work for which it was formed. It may conduct courses or schools of library instruction and hold library institutes in various parts of the State, and cooperate with others in such schools or institutes. It may also conduct a clearinghouse for periodicals for free gifts to local libraries and shall perform such other service in behalf of public libraries as it may consider for the best interest of the state."
>
> "In connection with and under the supervision of each normal school in the state and the president of the state university, the board may arrange for a course of lectures every year at each of the said normal schools and the state university on book selection, the use and care of books and the cataloging and administration of school libraries. It may cooperate with the state board of education in devising plans for the care of school libraries, in aiding teachers in school library administration, and in formulating rules and regulations governing the use of such libraries throughout the state. Such suggestions, rules, and regulations for school libraries are to be promulgated through the superintendent of public education."[3]

Despite the passage of this significant and comprehensive legislation, no money was appropriated by the State to implement any part of this library program, nor the work of the Commission. The request for an appropriation was denied until 1922, at which legislative session the modest sum of $1,000 was voted by the Legislature to begin to carry out the functions of the Commission. This legislation, the result of a group of hard-working laymen interested in libraries, provided the framework for a comprehensive and coordinated library program. Thus, it was the accomplishment of a relatively few dedicated, prominent citizens serving without compensation who brought about the establishment of library service in Louisiana in much the same pattern as it exists today. Dr. G. P. Wyckoff, a member of the faculty of Tulane University, was seriously concerned by the lack of funds, and suggested the Carnegie Corporation as a source of financial support.

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[3] *Louisiana Revised Statutes* 25:9 (1950).

As a direct result of this contact, one of the early programs of library development in Louisiana was a statewide library demonstration, financed by a $50,000 grant from the Carnegie Corporation upon the recommendation of Milton J. Ferguson, President of the League of Library Commissions, and consultant to the Carnegie Corporation. In 1925, Dr. Ferguson selected the State of Louisiana for this demonstration program because of existing library legislation which provided the basis for developing parish or regional library programs. This action represented the beginnings of parish libraries, whereby the State provides financial support for the parish-wide program of library service on a demonstration basis. Residents thus have the opportunity to make use of a good collection of books, supervised by trained personnel and housed in attractive surroundings before they are asked to vote to support such a public service by local taxation.

Two names stand out among all others with respect to this vision and intelligent planning, that of Essae Martha Culver, who served as State Librarian from 1925 to 1962, and James Oliver Modisette, who served as Chairman of the Board of Commissioners of the Louisiana Library Commission from 1926 to 1942. It was Miss Culver's courage and perseverance during the course of thirty-seven years of outstanding leadership that insured the success of the now famous parish library plan. Miss Sallie Farrell, who succeeded Miss Culver as State Librarian, is continuing to strengthen and broaden this concept and program of library service. At the present time, there are only two parishes, Assumption and Jefferson Davis, of the sixty-four which do not provide this regional library service. They are scheduled, however, for demonstration libraries in 1968. The parish libraries of Louisiana have proved their value to the people on the basis of this pioneer program instituted by Miss Culver.

James Oliver Modisette, who from childhood was devoted to books and education, became interested in the program of library service that Miss Culver had devised for the parishes of Louisiana. He was a successful lawyer in Jennings when he volunteered his services to Miss Culver and to the Commission. He was asked to draw up a new public library law which was completed in July, 1926, one year following the establishment of the State Library.

This effort on the part of Mr. Modisette was so comprehensive that it provided the basis for strong library leadership at the State level. He traveled extensively around the State, visited library boards, parish libraries, library association conventions, and generally championed the cause of library development. Every library law that was introduced in the State Legislature during his sixteen years of service on the Commission was prepared by him. In June of 1942, he was awarded a citation posthumously by the American Library Association in recognition of his outstanding service to library advancement.

Organization

The Governor appoints, with confirmation by the State Senate, the five members of the Board of Commissioners, two of whom must be women. Members serve without compensation for staggered terms of five years each. The Board of Commissioners determines policy for the Louisiana State Library with the advice of its chief administrative officer, the State Librarian.

The State Library is organized by function and comprises four principal departments, namely: administrative, readers' services, extension, and service for the blind and physically handicapped. The Administrative Department includes such functions as personnel, public relations, finance, and field services. The field services designation includes supervision of library demonstrations, and libraries supported with local funds, as well as workshops and in-service training for parish library personnel.

The Readers' Services Department includes reference and information services, films, recordings, and other non-book materials, Louisiana history, and certain technical functions such as acquisition, cataloging, processing, and interlibrary loan. The Extension Department is responsible for selecting, cataloging, processing and distributing books and other library materials to library demonstrations. Thus there are two cataloging operations in the State Library: one within the Readers' Services Department and the other within the Extension Division. As the demonstration library program draws to a close, these two separate cataloging operations should be consolidated. Further mention of this subject will be found in the Chapter on Recommendations.

In the history of the State Library, there have been only two chief administrative officers, both of whom have worked effectively with political leaders and other officers of state government, as well as having inspired and stimulated lay and professional support and interest in a broad library program for all the citizens of Louisiana.

Functions

Miss Culver, upon her arrival in Louisiana, surveyed existing conditions and took note of the fact that the State was lacking in books and library facilities. Indeed, 59 of the 64 parishes had no libraries and the five established libraries were woefully inadequate. There was one trained librarian in the colleges. The result of this survey dictated action on six points, which statement was adopted enthusiastically by the Commission.

1. Publicize and encourage parish library organization as the logical unit on which to develop a library program for all of Louisiana.
2. Loan the limited book resources of the Commission to only those libraries established under the law.
3. Provide information service to people in parishes without libraries.

4. Prepare for presentation to the Legislature an adequate library law.
5. Make available to state officials and legislators the resources and services of the Commission.
6. Make plans to train librarians in the State.

It is interesting to note that these early goals are significantly similar to those of today.

The most important function of the State Library has been its influence in establishing the parish library program. This scheme was adopted because it provided a more permanent and effective service than a traveling library or a bookmobile. A description of the Richland Parish Library, the first to be established, is included in the Chapter on Parish and Public Library Service. The State Library, through its demonstration parish library program, has charted a course which today is even more meaningful than it was more than forty years ago. The principle was thus established whereby a sufficiently large area should comprise the base of support for a comprehensive library program. The State Library has quite properly resisted attempts by local communities to establish independent units of library service. It has, on the other hand, encouraged, guided and helped finance a coordinated parish library program. Most of the parish libraries comprise 1) a central library which serves as an administrative headquarters as well as a principal materials resource center, 2) strategically located branch libraries throughout the parish, where justified, and 3) bookmobile service. By law the central library must be located in the parish seat.

All the functions that the State Library performs are prescribed by law. In addition to its role in working toward a coordinated system of parish library service, the State Library is authorized to:

1. Provide schools, colleges and universities with such services as interlibrary loan, and other cooperative measures mutually beneficial.
2. Conduct courses and institutes for the edification of trustees and library staff members.
3. Organize, maintain, and service a legislative reference library for use by members of the Legislature, other state officials, and the general public.
4. Maintain a service for the blind and physically handicapped. The Louisiana State Library is one of thirty-five regional center libraries cooperating with the Library of Congress in providing service to the blind and physically handicapped. This center serves the blind and physically handicapped in both Louisiana and Mississippi. Although the Library of Congress provides most of the books, the States are required to provide space, staff, and supplementary specialized materials needed by the blind and physically handicapped.
5. Administer funds appropriated by the Federal government for the benefit of public libraries.
6. Provide consultant and advisory services in every area of librarianship at the request of local libraries.

7. Provide library service to the health, welfare and correctional institutions maintained by the State of Louisiana.

The book collection of the State Library has grown from 9,618 volumes in 1926 to 480,351 as of the end of the year 1967. Of this number, 331,559 volumes are in the collection of the Extension Department whose responsibility it is to prepare and send collections of books to demonstration libraries. This collection, therefore, is not housed at the State Library but comprises part of the collections of parish libraries after demonstrations have been accepted locally.

The Readers' Services collection total 148,792 volumes. The Library also comprises more than 900 films and 4,000 recordings. There are 16,500 talking books in the State Library as part of the program financed by the Library of Congress' regional service to the blind and physically handicapped in Louisiana and Mississippi. The State Library includes, in addition to a collection of general works for use by the public, a special collection of Louisiana history. Plans are being formulated to provide library service to the State's health, welfare and correctional institutions.

The State Board of Library Examiners is appointed by the Board of Commissioners of the Louisiana State Library in accordance with the Library Acts of 1926 and 1946 for the purpose of certifying administrative librarians for public libraries only. It is composed of three experienced, trained librarians who "shall have authority to establish rules and regulations for its government and prescribe examinations, qualifications, conditions and requirements for those seeking certificates or permits to practice the profession of librarian."[4] The Board is empowered to meet and hold examinations at any suitable place in the State, at least one examination a year in Baton Rouge. Two types of certificate are granted, executive and temporary. The first is granted those with a baccalaureate degree who possess professional training with a graduate library degree. Executive or administrative experience of at least three years is also required. Temporary certificates are issued to those who have all the qualifications except the required years of experience.

The State Library is housed in a modern, functional, and impressive building on the State Capitol grounds in the City of Baton Rouge. The Building, completed in 1958, was planned and built specifically to accommodate the functions and services of a state library. It comprises 94,000 square feet in area, has a book capacity of 350,000 volumes, an auditorium, meeting rooms, and makes provision for the usual service areas, offices, staff workrooms, and conveniences.

The State Library has stimulated and encouraged such cooperative activities among the parish libraries as purchase of library supplies and seasonal films, recruiting activities, training programs for personnel, reciprocal borrowing, interparish bookmobile service, and union lists of holdings in special subjects and materials. The Chapter on Recommendations develops more fully this cooperative approach to library service.

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[4] *Louisiana Revised Statutes* 25:222 (1950).

OTHER LIBRARY AND INFORMATION FUNCTIONS OF THE STATE

The distribution of public documents is under the jurisdiction of the Secretary of State. Certification of school librarians, development and implementation of school library standards, administration of state aid to, and supervision of, school libraries are responsibilities of the State Department of Education. The archival functions of the State of Louisiana are administered by the State Archives and Records Commission, created in 1956 "to provide centralized control and a source of aid in the disposal, preservation, reproduction, management, storage, and transfer of governmental records and certain other materials of historical or other value."[5] Louisiana State University Library also includes an extensive archival collection, consisiting of approximately 2,500,000 items of original source materials and manuscripts on the history of the lower Mississippi River valley.

The Law Library of Louisiana in New Orleans is under the direct control and supervision of the Supreme Court of Louisiana. The collection numbers 102,500 volumes and serves all attorneys and judges in the State. The Huey P. Long Memorial Library in Baton Rouge is under the supervision of the Attorney General. It includes 6,500 volumes, is located in the Capitol and citizens have access to its collections. The Law Library of Louisiana State University is designated by statute as a depository of records and briefs of the Louisiana courts of appeal. Its resources, in excess of 145,000 volumes, and services are available to state officials and state agency personnel, and by law to the Louisiana Legislative Council. Other law libraries are located at Loyola University with 32,000 volumes, Tulane University with 122,000 volumes and Southern University whose collection numbers 30,000 volumes. In addition there are appellate and district court libraries and those owned by large law firms.

The Louisiana Legislative Council maintains a law and documents library for its use as the legal and governmental research, bill drafting and general service agency of the State Legislature. Its facilities are available to members of the State Legislature, legislative committees and other legislative personnel. State law requires that the Louisiana State Library as well as the Law Library of Louisiana State University provide service to the Louisiana Legislative Council.

Further comments and recommendations relative to other library and information functions of the State are included in the final chapter.

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[5] Louisiana Legislative Council, *The History and the Government of Louisiana*, 1967, p. 231.

CHAPTER III

Parish and Public Library Service

It is virtually impossible to separate the development of parish library service from that of the State Library, formerly the Louisiana Library Commission, so significant has been the influence of the latter in fostering this kind of regional library concept throughout Louisiana.

ORIGINS OF PARISH LIBRARY SERVICE

The first expression of interest in organizing a parish library came from Richland Parish in the northern part of the State where a group of clubwomen had organized an association form of public library and were providing service in a high school. The interested people of the parish heard of the State Library's plan to develop a library program by parish and wished to learn more about how it was to be financed, organized and operated as well as the kind of assistance the Commission might be in a position to render.

A meeting of interested citizens representing the communities in the parish was held to hear the Executive Secretary of the Commission, now designated the State Librarian, answer these questions. Information was carried back to the communities represented, interest was generated on the part of the citizens and in March of 1926 the Richland Parish Library was established by the Police Jury, the parish governing body. Although no appropriation was made for the operation of the parish library that year because the parish budget already had been adopted, the Richland Parish Library Association made its limited funds available and a resident gave her services for a modest salary. The Richland Parish School Board made space available to house the library and the Library Commission sent books, gave advice and consultant services to help launch the new library. There is little doubt that this early action gave impetus to the idea that a demonstration library program organized by parish should consitute the beginnings of public library development in Louisiana. The reception the people of Richland Parish gave the new library helped create considerable interest in library service throughout northern Louisiana.

What were the conditions surrounding the establishment of parish library service in 1925? When Miss Essae Martha Culver assumed her duties as State Librarian of Louisiana that year, she quickly assessed library conditions to discover that the Commission's uncataloged book collection not only was outdated, but also had little or no value for those it was intended to serve. There were public libraries in New Orleans, Shreveport, Alexandria, Lake Charles, and Jennings, all of which were inadequately supported, stocked and housed. All but five of the parishes had no library service whatever; 1,200,000 people in the State were totally unserved. College, university and school libraries were equally inadequate. The population was principally rural and educational attainment moderate. Since there were only 19 communities with populations in excess of 5,000, the decision to organize library service by parish was a wise one. Parish library service has proved a success since only 2 of the 64 parishes are now awaiting a library demonstration, Assumption and Jefferson Davis.

A significant development in Jefferson Davis Parish, however, warrants mention. The police jury has adopted the principle of parish-wide library service despite the fact that the Jenning Public Library is a city library within the parish.

VARIATIONS IN PARISH LIBRARY SERVICE

Variations in parish library development were attempted through the years. The first regional library demonstration was held in Winn, Grant and Jackson parishes by the Library Commission in cooperation with the State Board of Education. The then State Supervisor of School Libraries, Lois F. Shortess, conducted demonstration library service to adults through high schools located in Allen, Caldwell, Cameron, Catahoula, Evangeline, La Salle, Livingston, St. Helena, Vermilion and West Carroll Parishes. This experimental program was studied concurrently with the three-parish library demonstration. To both the State Department of Education and the State Library, the evidence seemed conclusive that service through parish libraries was more effective than attempting to reach adults through school libraries—by statistical count of circulation it was proved to be eight times more effective. This is an interesting early experiment in using school libraries to serve the general adult public. It was proved then that there is a reluctance and resistance on the part of adults to use schools for library service. The same fact holds true today. The two kinds of libraries complement and supplement each other; one does not supplant the other or perform the functions of the other.

Since the people had expressed so forcefully their interest in being provided book and information services through parish libraries instead of through the schools, it was evident that the Library Commission could gain considerable support for its program through a citizen's organization. Such a group—The Citizen's Library Movement—was organized in Shreveport in 1937 following preliminary meetings held the previous year. Large numbers of individuals and organizations joined the movement during the first year and pledged support of the Commission's efforts to strengthen and advance the parish library program. Many organizations, state and local, also joined and pledged money and support. The State of Louisiana through guidance and stimulation provided by the Louisiana State Library attracted nationwide attention to its parish library plan.

While the principal organizational pattern of public library service in Louisiana is based on parish lines, some of the other variations from this pattern should be discussed. The City of New Orleans and Orleans Parish are coterminous. One governmental unit serves both. One of the nation's most historic and beautiful cities, New Orleans can be proud of its new public library building completed in 1958. Under the leadership of the late John Hall Jacobs, the Board of Trustees and the City Administration, a modern, functional and attractive main building was completed. The old main library at Lee Circle had become inadequate after fifty years of use.

Like most major cities in the United States, the City of New Orleans faces problems of metropolitan and suburban development. The exodus to the suburbs by the middle class aggravates the finances of the City and poses problems with respect to the provision of services in suburban areas. The parishes contiguous to the City are growing very rapidly; demands are therefore heavy upon Jefferson, St. Bernard, Plaquemines and other nearby parishes for continued improvement in library progams. The City of New Orleans has made an excellent beginning in solving its library problems by the construction of a new main library building. Shifts in population and changes in its composition call for a new look at the program of library service in Metropolitan New Orleans. A detailed study of this library program from the jurisdictional, service, financial and sociological point of view is essential. The City of New Orleans must provide adequate appropriations for the annual operating costs of its public library. At the present time, per capita support is woefully lacking by comparison with standards and with other Louisiana public and parish libraries. It is imperative that additional city support be forthcoming first to permit the Library to serve effectively its immediate responsibility to the residents of New Orleans and secondly, to assume its logical role as a library center for the proposed Southeast Library System described in detail in the Chapter on Recommendations.

Modernization of the branch library system in New Orleans must be accomplished as recommended by John Mackenzie Cory in his 1963 study, *A Network of Public Libraries for New Orleans*. It should be mentioned, however, that the handsome and functional Algiers Regional Branch Library has been built and the Regional Library to serve New Orleans East (Lake Forest) is presently under construction. Both of these facilities are among those recommended by Mr. Cory.

Shreveport, Lake Charles, Jennings, Morgan City and Welsh, unlike New Orleans, are within parishes, and provide municipal library service. Shreveport presents another variation in the organization of public library service whereby Caddo Parish Extension provides library service for the parish although it is operated from the Shreve Memorial Library. Lake Charles is located within Calcasieu Parish. Both the city and the parish support libraries. Residents of Lake Charles, therefore, are assessed twice for public library service, once for municipal library service and a second time for their share of parish library costs. Morgan City, Jennings and Welsh are smaller municipal libraries which also represent variations in parish library service. Other variations are mentioned later in this chapter under the heading "Cooperative Effort."

LIBRARY LAWS

In 1946 the State Legislature changed the name of the Law Library of the Supreme Court of Louisiana, located in New Orleans, from the Louisiana State Library to the Law Library of Louisiana. Also in 1946 the name of the Louisiana Library Commission was changed to the Louisiana State Library. Each change produced a name more adequately descriptive of the functions of the two libraries. Shortly after the establishment of the Louisiana Library Commission in 1920 and the appointment of Miss Culver in 1925 to the position of Executive Secretary of the Commission, Mr. Modisette, who had volunteered his services to the Commission, was asked to draft new library legislation. It was to be the legal base for a successful library program in Louisiana. The laws are comprehensive but not restrictive. They encourage progressive library programs.

Parish libraries are established, supported and governed under the following provisions of Louisiana Law:

211. "*Establishment by parishes or municipalities.*

The governing authority of any parish or municipal corporation, the City of New Orleans and Parish of Orleans excepted, may of its own initiative create, establish, equip, maintain, operate and support a public library in such parish or municipality and shall create, establish, equip, maintain, operate and support such a public library when not less than twenty-five per cent of the duly qualified property taxpayers resident in such parish or municipality shall petition the governing authority thereof to establish such a public library for such parish or municipality. Provided that two or more parishes may join in the establishment of a public library to be supported and mantained by them jointly in the proportions as may be determined by the police juries of the respective parishes or other governing authority; and provided that a parish and one or more municipal corporations may jointly establish, maintain and operate a public library; and provided also one parish or municipality may contract with another parish or municipality to furnish library service upon such terms and conditions and for such considerations as the governing authorities concerned may stipulate and agree by written contract pursuant to ordinances duly passed by them."

214. "*Board of control; members; appointment and terms of office.*

The governing authority of the parish or municipality shall, in the ordinance creating a public library, name and appoint five citizens of the parish or municipality as a board of control for such public library to serve for terms of one, two, three, four and five years, the successors of whom shall each be appointed for a term of five years. The president of the police jury or mayor of the municipality shall be ex-officio a member of the board of control of such public library."

217. "*Funds for maintenance and support; special taxes; libraries jointly established; sharing of expenses; payment for library service.*

The governing authority of a parish or municipality establishing a library

> under the provisions of this Part may, on its own initiative and shall, when requested by a petition of not less than twenty-five per cent of the duly qualified property taxpayers resident, submit to the property taxpayers a proposition to vote a special tax within the limitations as to millage and years, as provided by the constitution and laws of this state for the maintenance and support of such public library and its branches, which tax, if voted, shall be levied and assessed annually as authorized by the voters and collected and used exclusively for the support and maintenance of the public library. In all cases where a public library is jointly established and maintained, each parish and municipal corporation concerned shall contribute as pro rata or equitable share of the costs and expense and each shall be as nearly as possible equally represented on the board of control, the presiding officer of each governing authority being an ex-officio member thereof. Parishes or municipalities receiving library service from another parish or municipality may contract and pay for the same either out of general funds or out of special funds voted, levied and collected for the purpose, and the parish or municipality receiving such funds for such service shall use and expend the funds for library purposes only."[1]

COOPERATIVE EFFORT

Assumption and Jefferson Davis Parishes have requested and the State Library has agreed to provide them with demonstration library service beginning in 1968. With these demonstration programs completed, if the residents vote to tax themselves for continuation of the service and the current demonstration in West Carroll Parish is approved for local support, public library service in Louisiana will have been provided in every parish. Not content to rest on such a record of accomplishment, the State Library administration and the parish librarians have taken steps to encourage a number of cooperative efforts among existing libraries. These are logical next steps to take in thinking of the future of library service. Examples of such activity include 1) cooperative purchase of commonly used supplies peculiar to library use, 2) employment of a qualified professional librarian by two or more parishes, 3) implementation of recruiting plans for librarians in cooperation with professional associations, 4) training of non-professional personnel in special courses and classes, 5) shared purchase and use of expensive specialized materials, 6) contract agreements between and among parish libraries for cataloging and processing of library materials, 7) honoring borrowers' cards issued by one parish library in other parish libraries, 8) extension of bookmobile service provided by one parish to an unserved area of an adjoining parish which is difficult to reach because of limitations of terrain and 9) preparation of union lists of periodicals and subject materials owned by a variety of parish and other types of libraries. These exemplary instances of cooperation augur well for the future of library service in Louisiana and would indicate the ready acceptance of proposals for further coordination of library effort.

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[1] *Louisiana Revised Statutes* 25:211, 214, 217 (1950).

The Audubon Regional Library, operation of which is authorized under the Intergovernmental Functions Law, also known as the Local Services Act, described and explained in the Chapter on Recommendations, comprising the parishes of East Feliciana, West Feliciana, and St. Helena is an example of the way in which units of public library service are and will be organized where political subdivisions are small and in which the taxing ability is limited. The Audubon Regional Library is further evidence of the cooperative approach to the provision of library service that has characterized public library development throughout Louisiana. Five instances are noted where two parishes employ one librarian to serve both: Bossier-Red River, Webster-Bienville, Lincoln-Jackson, Franklin-Caldwell, Madison-Tensas. Opelousas and Eunice recently established a bi-city library operation whose services are available to all residents of St. Landry Parish, another example of the implementation of the Intergovernmental Functions Law. The chapter covering recommendations for next steps in library progress includes a section concerning parish libraries and proposed patterns of organization.

The cooperative approach to library service has been advanced by the availability of federal funds for public, school, college, university and state library development. With funds appropriated under the Library Services Act of 1956 and its successor bill, the Library Services and Construction Act, some 18 parish library demonstrations have been provided and each of these programs is now supported by local funds. Other demonstrations are now in progress. In addition, new concepts in public library programs have evolved and continue to evolve. Such an example is to be found in St. Landry Parish where, at the first election, the residents did not support the request for local support, but local funds were voted for bi-city library service to serve Opelousas and Eunice. The resources of the New Orleans Public Library have been strengthened through federal funds allotted to it by the State Library, thus improving the interlibrary loan program for all of Louisiana. These are not continuing grants, however. The State Library, and consequently the entire library structure in Louisiana, has benefitted through added personnel and greater efficiency of operation. Library buildings have been constructed, some additions made to existing buildings and others renovated. Thus federal funds have helped upgrade the level of library service in Louisiana.

The Library Services and Construction Act, which is intended principally to benefit public libraries, has been amended to include funds for cooperation among all types libraries, funds for further development of library service in state institutions and to the physically handicapped, including the blind. As soon as Title III of the Act, Interlibrary Cooperation was enacted, the State Librarian invited library trustees and library leaders in Louisiana to discuss ways in which all types of libraries might work together for more effective book and information services. Such topics as compilation of union lists of subject or special kinds of materials, computerized cataloging and processing centers, preparation of book catalogs, coordination of book selection, regional public relations programs, telephone reference service and rapid communications networks linking all libraries together, were discussed. It is expected that cooperative programs will be planned and developed in keeping with recommendations contained in this report.

FUTURE OF PUBLIC LIBRARY SERVICE

With the imminence of complete public library coverage through parishes, together with plans for the coordination of their services under consideration, there are a number of concerns being expressed over the need to concentrate efforts on building quality and excellence into parish library programs. Detailed studies conducted in the last five years of parish libraries invariably stress the need for examining accepted library standards, noting how well the library program compares with them and recommending ways and means of meeting these standards. *The Standards Statement for Louisiana Public Libraries* released in 1964 by the Public Library Section of the Louisiana Library Association is an excellent guide and should serve as an incentive to improve and upgrade library service. The 1965 publication, *Rapides Parish Library, A Study With Recommendations* by Shirley Brother, formerly a member of the staff of the Louisiana State Library, is a fine example of the kind of emphasis now being placed on quality in library service.

The statistics on parish libraries included at the end of this chapter have been compiled from the returned questionnaires and from information supplied by the State Library. Parish librarians provided much more than mere answers to the questions. Many attached detailed information, expressed thoughts and ideas on library service in Louisiana and supplied other pertinent, useful and interesting data. The following paragraphs include comments based on a study of the information contained in answers to the questionnaires, and on the statistics gathered by the State Library and made available to the consultants.

An examination of the statistics of parish libraries makes it apparent that attention must now be directed to qualitative standards as they apply to size and scope of book and materials collections, adequacy of buildings in relation to modern library programs, personnel administration with special emphasis on education and training requirements as well as salary levels and benefits, services including branch libraries and bookmobiles and other organizational and administrative matters. Our rapidly changing and dynamic society calls for appropriate changes and new directions in library and information services. It cannot be emphasized too strongly that cooperation among libraries be predicated upon the grouping together of strong units of service; there is nothing to be gained by combining weak ones.

There are many beautiful and functional parish and municipal library buildings in Louisiana, but there are many libraries which are expected to provide public service in buildings which either were not built to house a library or long since have ceased to serve such a function adequately and efficiently. Federal funds under Title II of the Library Services and Construction Act have accelerated the building of needed parish and municipal libraries, but it will be many years before even present requirements can be met with these appropriations. Only approximately half of the central libraries in parishes have been built to house the functions and services of a public library. This percentage is sharply reduced when counting branch libraries and other outlets, many of which are completely inadequate. Bookmobiles serve urban and suburban sections as well as sparsely populated areas. They should be replaced approximately every seven to ten years.

Collections of books and library materials, with special emphasis on scope and depth is another area of concern. The checking of selected pages in the *Standard Catalog for Public Libraries* reveals the need for parish libraries to check systematically bibliographic aids with a view to strengthening and widening the scope of collections. Both the *Standard Catalog for Public Libraries,* the latest edition plus supplements, and the *Children's Catalog* should be checked against holdings. Starred titles should be acquired first and later, in systematic form, additional selections made from the other recommended titles. The *Fiction Catalog* is another bibliography published by The H. W. Wilson Company that merits checking, especially for the enduring classics. When the general bibliographic tools have been checked, subject bibliographies could be used to further strengthen collections. If the recommendations for development of regional concepts of coordinated library service are adopted, more money will be available for the purchase of books and other media and greater numbers of titles and copies added per year. Greater emphasis must be placed upon the acquisition of non-fiction in order to strengthen book collections in parish libraries.

With continuing efforts being made to construct more modern library buildings and with more comprehensive collections of materials to serve the readers, there should be longer hours of service established to realize reasonable return on the investment in physical plant and book stock. The larger libraries should be open those hours that will serve the people best, namely some evenings, Saturdays and part of Sunday, in addition to daily schedules. It is also apparent that new buildings and larger collections of materials dramatically increase library use.

The salary structure in parish libraries, as in all libraries in the State, is in need of substantial upgrading. If the recommendations for systems of libraries are adopted and implemented, there will be greatly increased administrative responsibilities required of all levels of professional library personnel, especially administrators of Library Systems. In the proposal for Library Systems there will be positions for college graduates, both with and without library science courses. There will also be greater need for administrative competence with emphasis on leadership and innovation. Thus the personnel structure in library systems will require substantial increases in salaries. It is, of course, axiomatic that salaries paid in the State Library as well as in the other libraries throughout the State, also must be considerably improved.

The parish library program in Louisiana has been and continues to be sound. It provides a base upon which to attempt further development and refinement in keeping with our changing world. It should be emphasized again that each library must continue to strive to meet standards so that it can be the vital link in the complete chain of library service throughout Louisiana.

One of the facets of modern library development involves greater and more sophisticated use of sound principles of public relations. The demand for more funds and for greater recognition will require well trained personnel in interpreting the needs of libraries to all segments of the population. These activities, if they are to succeed, will demand emphasis on public relations and on public information.

STATISTICS OF PARISH AND PUBLIC LIBRARIES, 1966

		COLLECTIONS				BUILDING					STARTING SALARY				
	POPULATION	REFERENCE BOOKS	TOTAL	ANNUAL ADDITIONS	CIRCULATION	BUILT FOR LIBRARY PURPOSES	SIZE IN SQUARE FEET	NEW BUILDING CONTEMPLATED	BRANCH LIBRARIES	BOOKMOBILE SERVICE	18 HOUR GRADUATE	GRADUATE LIBRARIAN	18 HOUR GRADUATE EMPLOYED	HOURS/WEEK CENTRAL	EXPENDITURES
ACADIA	49,931	1,260	63,195	6,869	236,408			Yes	11	Yes			Yes	53	$ 82,061
ALLEN	19,867	511	37,103	2,837	138,057	No	1,551	No	2	Yes	$3,780	$4,800	Yes	45	58,180
ASCENSION	27,927	471	21,169	1,282	113,600	Yes	2,074	No	1	Yes	4,400	5,700	Yes	44	48,550
AUDUBON	41,755	165	21,016	1,324	62,553	No	2,000	No	3	Yes	Under	Revision	Yes	45	40,264
AVOYELLES	37,606		57,024		178,399			No	10	Yes					44,271
BEAUREGARD	19,191	279	38,354	2,300	125,176	No	3,234	No	2	Yes	4,800	6,000	Yes	50½	39,948
BIENVILLE	16,726	310	17,006	3,354	107,018	No	2,000	No	0	Yes			Yes	43	57,229
BOSSIER	57,622	984	30,316	1,094	117,181	Yes	2,000	No	3	Yes	3,000		Yes	61	43,177
CADDO-SHREVE MEMORIAL	223,859	NA	202,595	14,742	993,783	Yes	25,000	No	9	Yes			Yes	69	341,601
CALCASIEU	145,475	1,802	89,945	5,852	417,652	Yes	5,000	No	12	No		6,000	No	51	157,706
CALDWELL	9,004	NA	17,116	875	61,717	No	1,800	No	1	Yes				48	30,560
CAMERON	6,909	392	15,016	94	65,821	Yes	4,650	No	0	Yes	5,280	6,000	Yes	40	43,105
CATAHOULA	11,421	314	24,404	1,144	109,628	No	1,600	Yes	4	Yes				43⅓	34,182
CLAIBORNE	19,407	520	35,930	1,809	141,149	No	2,750	No	3	Yes	3,600	5,100	Yes	48	40,598
CONCORDIA	20,467	11,123	44,492	2,590	133,551	Yes	4,116	No	10	Yes				41	40,430
DE SOTO	24,248		48,276		282,256				7	Yes					53,777
EAST BATON ROUGE	230,058	4,230	187,939	14,957	665,428	Yes	10,468		6	Yes	5,700	6,300	Yes	66	369,256
EAST CARROLL	14,433	143	20,483	1,431	91,005	No	3,500	No	2	Yes				66	29,335
EVANGELINE	31,639	746	33,719	3,230	168,514	Yes	2,000	No	3	Yes	3,360	5,000	Yes	49	48,155
FRANKLIN	26,088	612	23,745	2,163	125,282	Yes	5,000	No	2	Yes				49	40,087
GRANT	13,330	272	15,010	1,204	94,173	No	1,496	Yes	0	Yes	3,600	5,400	Yes	50	27,470
IBERIA	51,657	1,324	70,351	4,983	311,721	Yes	20,000	No	6	Yes				64	105,297
IBERVILLE	29,939	657	25,365	1,549	107,781	No	4,158	No	2	Yes			No	60	67,735
JACKSON	15,828	316	20,388	2,294	85,477	No	2,450	No	0	Yes	3,840	5,700	Yes	51½	45,867
JEFFERSON	208,769	11,415	285,815	23,783	893,208	Yes	30,000	No	11	Yes	6,060	6,660	Yes	57	672,437
LAFAYETTE	84,656	1,536	84,962	4,850	431,283	Yes	14,751	Add'n	10	Yes	3,240	4,400	Yes	66	115,595
LAFOURCHE	55,381	1,430	69,810	5,076	256,641	No		No	7	Yes			Yes	45	103,548
LA SALLE	13,011	538	29,402	1,430	142,790	Yes	4,400	No	2	Yes			No	49½	34,717
LINCOLN	28,535	321	20,817	2,438	122,494	Yes	3,000	No	1	Yes	3,600	5,400	Yes	48	47,279
LIVINGSTON	26,974	61	29,151	2,704	172,176	No		No	9	Yes			No	40	30,458
MADISON	16,444	341	21,241	1,003	54,720	No	1,500	No	3	No			No	54	25,192

STATISTICS OF PARISH AND PUBLIC LIBRARIES, 1966

		COLLECTIONS				BUILDING					STARTING SALARY				
	POPULATION	REFERENCE BOOKS	TOTAL	ANNUAL ADDITIONS	CIRCULATION	BUILT FOR LIBRARY PURPOSES	SIZE IN SQUARE FEET	NEW BUILDING CONTEMPLATED	BRANCH LIBRARIES	BOOKMOBILE SERVICE	18 HOUR GRADUATE	GRADUATE LIBRARIAN	18 HOUR GRADUATE EMPLOYED	HOURS/WEEK CENTRAL	EXPENDITURES
MOREHOUSE	33,709	1,134	40,371	1,448	140,941	Yes	4,500	No	5	Yes	$4,400	$4,600	No	54	52,336
NATCHITOCHES	35,653	476	49,797	2,239	228,373	Yes	6,000	No	7	Yes		5,400	Yes	54	61,628
ORLEANS-NEW ORLEANS PUBLIC	627,525	NA	536,594	35,661	1,155,021	Yes	146,902	No	9	Yes	5,496	6,360	Yes	68½	1,192,120
OUACHITA	101,663	4,927	112,238	8,450	575,111	Yes	18,823	No	3	Yes	3,840	4,800	Yes	68	213,643
PLAQUEMINES	22,545	2,201	38,082	3,802	96,943	Yes	8,268	No	7	Yes			Yes	54	80,355
POINTE COUPEE	22,488	NA	34,373	2,336	153,379	Yes	8,700	No	6	Yes			Yes	51	46,650
RAPIDES	111,351	2,440	78,248	5,299	321,090	Yes	20,000	No	8	Yes	3,840		Yes	56	158,081
RED RIVER	9,978	229	11,846	1,402	48,580	No	1,578	No	0	Yes	4,680		Yes	48½	29,206
RICHLAND	23,824	901	43,387	2,987	149,147	Yes	2,429	No	5	Yes	4,080		Yes	51	56,007
SABINE	18,564	831	43,074	3,524	121,954	Yes	4,320	No	12	No			Yes	49	41,863
ST. BERNARD	32,186	1,886	40,106	6,513	108,446	Yes	10,407	No	0	Yes			Yes	54	98,723
ST. CHARLES	21,219	NA	31,099	2,098	143,685	No	1,300	No	1	Yes				48¾	51,254
ST. JAMES*	18,369	174	11,497	1,802	58,475	No		Yes	2	Yes	5,280		Yes	44½	72,000 (1967)
ST. JOHN*	18,439	101	12,225	1,116	17,351	Yes	1,800	No	2	Yes	5,280		Yes	44	
ST. LANDRY*	81,493		34,655		40,991										
ST. MARTIN	29,063	1,044	43,628	3,369	118,541	Yes	5,280	No	3	Yes	4,440	4,800	Yes	49	77,091
ST. MARY	48,833	1,246	76,299	5,774	242,363	Yes	6,000	No	4	Yes	4,800	6,000	Yes	57	128,820
ST. TAMMANY	38,643	NA	72,503	4,846	269,272	Yes	5,700	No	10	Yes			No	56	73,047
TANGIPAHOA	59,434	1,356	74,948	4,871	322,950	Yes	8,300	No	9	Yes			Yes	54	86,803
TENSAS	11,796		15,775	367	95,278										29,035
TERREBONNE	60,771	1,814	71,449	4,937	339,942	Yes	7,000	Yes	5	Yes			Yes	68	90,004
UNION	17,624	400	26,235	1,276	151,162	No	1,300	Yes	0	Yes	4,200	6,000	Yes	49	42,817
VERMILION	38,855	1,252	51,420	6,213	278,171	Yes	8,426	No	6	Yes			Yes	54	83,921
VERNON	18,301	1,250	29,635	2,525	143,698	Yes	5,000	No	1	Yes	5,400	6,000	Yes	57	51,440
WASHINGTON	44,015	1,664	51,535	3,044	164,372	Yes	2,600	Yes	9	No				53	53,927
WEBSTER	39,701	1,533	63,923	3,884	232,501	No	6,400	No	11	Yes			Yes	51	70,113
WEST BATON ROUGE*	14,796	102	11,392	502	72,613	No	2,600	Yes		Yes	5,280	6,000	Yes	44	54,000
WINN	16,034	1,600	37,074	1,400	222,678	Yes	6,256	No	4	Yes			Yes	46	45,349
LAKE CHARLES PUBLIC	63,392	2,651	53,353	3,502	121,458	Yes	15,500	No	0	No			Yes	64	91,182
JENNINGS PUBLIC	11,887		18,457	518	54,628										17,503
MORGAN CITY PUBLIC	13,540		16,865	947	28,305	Yes			0						12,337
WELSH PUBLIC	3,332		8,021	463	14,862										3,709

* Demonstration Libraries, 1966. NA — Not Available

CHAPTER IV

School Library Service

The philosophy of both elementary and secondary education has undergone rapid and dramatic change during recent years. Educational programs now require books, periodicals, audio-visual materials, as well as the newer communications media, including educational and documentary films, film strips, microfilm in its several forms, slides, photographs, maps, etc., in order to support effectively the curricula in both elementary and secondary schools. The emphasis being placed on independent study and research in schools, colleges and universities makes it mandatory that the student have access to the widest possible variety of materials.

Despite the fact that progress has been made under the farsighted direction of capable school library supervisors at the State level, Louisiana provides neither the financial support nor the recognition necessary to develop effective school library programs at state, parish and local levels. An encouraging development, however, is the work and recommendations of the One Hundred Man Curriculum Study Committee, sponsored by the Louisiana State Department of Education, which recently made a strong recommendation to adopt standards to improve school libraries. Further mention of this action is included in the Chapter on Recommendations.

HISTORY, TRADITION AND DEVELOPMENT

In the decade 1920-30 a number of significant events brought into focus the need for school libraries. A conference of classroom supervisors promulgated a set of standards for elementary schools. These standards included specifications for school libraries. In addition, the Southern Association of Colleges and Secondary Schools adopted high school library standards in 1927. Mr. T. H. Harris, then Superintendent of Public Education in Louisiana, made a strong plea for the adoption of these standards by the State Board of Education. Their acceptance led directly to the establishment of the position of state school library supervisor, one of four such positions in the United States at that time.

Mr. Harris had been urged and encouraged by Miss Essae M. Culver and by Mr. Leo Favrot, field agent for the General Education Board of the Rockefeller Foundation, to seek funds to upgrade school library service. When this program was being considered by educational and library administrators, no Louisiana school had an adequate library, and there was little conviction that a school library was necessary. Superintendent Harris applied for and received a Rockefeller Foundation Grant in September, 1929. It was used principally to finance the office of Supervisor of School Libraries for a five year period.

The first supervisor of school library service in the Louisiana State Department of Education was Mrs. Lois F. Shortess, appointed in September, 1929. Mrs. Shortess is a graduate of the Library School of the University of Illinois, formerly librarian of the Southwestern Louisiana Institute, and State School Library Supervisor in Michigan from which position she came to Louisiana. Mrs. Shortess readily recognized the need for trained personnel in the development of school library programs. The necessity for teachers with library education thus prompted the establishment of summer training programs. Recognition of qualified teacher-librarians was an essential first step in Mrs. Shortess' program to develop quality school libraries.

Mrs. Shortess also undertook to develop the school library program by emphasizing adequate facilities and book collections, in addition to library training. Her efforts produced the mandate that school buildings include a library. Architects' drawings of proposed school buildings were required to be submitted to the State Department of Education in advance of approval of plans. Thus for the first time, school boards, administrators and educators had been alerted to the fact that schools need libraries.

In her advisory capacity, Mrs. Shortess emphasized systematic acquisition and cataloging of books. The State Superintendent appeared before the Legislature in the Spring of 1936 to request appropriations for school library books. The measure was included on a ballot as a constitutional amendment in November of the same year. Thereupon, each school was requested to submit its book requirements based on previously adopted standards instead of on a per pupil basis. During the first year, following passage by the Legislature, $250,000 was made available and in succeeding years $300,000 was appropriated, providing approximately $1.00 per pupil.

As early as the late 1920's, the State began making appropriations from the textbook, paper and pencil fund for the purchase of library materials based on school enrollments, the first figure being $.25 per pupil. In the mid 1940's, this amount was increased to $.50 with the added provision that the money could be used for non-book materials and for binding. These funds superseded the WPA bookbinding project of the previous decade. The most significant feature of this appropriation was the provision for the establishment of film depository libraries. Also, the buying of books in large quantities made it possible to acquire more materials.

STANDARDS

The State continued in the 1960's to meet the demands occasioned by the raising of standards for school libraries by the Southern Association, from five to ten books per child. These standards require the expenditure for books on the basis of a minimum of $2.50 per pupil annually and an additional minimum of $5.00 for instructional materials and equipment other than books and periodicals.

The State Board of Education has adopted the recommendation of the Committee of Twenty named by the State Superintendent of Education and representing classroom teachers, supervisors, principals, librarians, parish superintendents, and school board members to study and prepare standards for school libraries. The recommendation is that standards of the Southern Association be provided for every school.

The Southern Association standards were first adopted with the provision that they were to be met over a period of years with the minimum of eight books per student by 1965, nine by 1966 and ten by 1967, with full requirements to be met by 1968. Thus the $.50 allotted by the State during the 1940's was raised to $1.00 during the 1950's where it remains at this approximate amount. Most of the school boards have provided funds resulting in a per pupil range from a low of $.25 in some parishes to a high of $5.00 in others. To cite a recent example, the Lafayette Parish School Board raised $100,000 by a bond issue providing for the purchase of library materials. Thus a school is provided not only with books but also with the audio-visual and other materials essential in the teaching and learning processes.

In 1940 Miss Sue Hefley assumed the office of State Supervisor of School Libraries. One of the significant contributions she made was bringing together annually college teachers of library science and school librarians for an exchange of ideas to develop and innovate stronger school library programs. These meetings included discussions of such topics as education for librarianship and state certification, as well as matters pertaining to the day-to-day work involved in managing a school library. Louisiana's frequent participation in southern regional conferences played an important part in developing the State's plan for certification. From these meetings came the requirement for certification of librarians for a minimum of 18 semester hours in library science. This did not preclude the encouragement of school librarians obtaining the Master's Degree.

The preparation of an annual list of books and audio-visual materials, approved for purchase with state funds, and made available to all schools, constituted a significant contribution to the strengthening of school libraries during Miss Hefley's administration. A handbook entitled *Policy and Practice for Louisiana School Libraries* provided guidance in the administration of school libraries.

Dr. Lena deGrummond assumed the office of State Supervisor of School Libraries in 1950. During the next ten years the concept of a central library in a school was well established. During the 1960's there was not only an increase in the number of centralized libraries in elementary schools but also schools and library personnel worked assiduously toward meeting the principles set forth in the 1960 publication entitled *Standards for School Library Programs.*

In 1930 a school librarians section of the Louisiana Teachers Association was organized. Within the next year the Louisiana Library Association established a school librarians section. The opportunity created by these professional associations to allow its members to exchange ideas did much to promote school libraries and to acquaint educators, administrators, teachers, and librarians with their common problems. In 1946, the school library sections of these two professional associations combined to the extent that one group of officers and committees serves both. Thus the Louisiana Association of School Librarians was founded. The Association instituted in 1966 the presentation of an annual award to an educator for outstanding service in school library development.

Training Programs

A number of worthwhile in-service training programs and joint workshop projects bringing together leaders in education and the school libraries field took place during Miss Hefley's and Dr. deGrummond's tenure. For example, in 1962 the Louisiana State Department of Education, the Library School of Louisiana State University and the Louisiana Association of School Librarians sponsored a workshop emphasizing *School Library Supervision, Central Processing and Centralized Services at the Parish Level,* the proceedings of which were published under this title. The 1960 publication, *Standards for School Library Programs* had been under review by school librarians and educators throughout the country. These standards served as a point of departure for the discussion. Parish superintendents were invited to this workshop to discuss the possibility of further centralization of some functions and services in parish school systems. Since there had been for many years a state supervisor of school libraries, it was a logical next step to discuss such parish level projects. Thus, school superintendents, general supervisors, library supervisors, school librarians, principals and directors of materials centers met to discuss school library development in Louisiana.

This meeting had some similarities with the implementation of the concept of parish library service developed by the State Library. These similarities may be identified as "1) a means by which the librarians in a system may work together for the improvement of their services, 2) a voice for the interpretation of school library service, 3) representation in general educational planning and, 4) a channel for encouragement of professional growth and the development of professional leadership on the part of the librarians serving the schools of the system. Centralization of services at the parish level to and for school libraries provides a central agency for 1) ordering, receiving, classifying, cataloging, and equipping for circulation the materials for school library service, 2) maintaining loan collections supplementary to the collections in each school library, 3) collecting and handling books and other library materials in need of reconditioning or discard and 4) the accounting of annual expenditures of allocated funds by the individual school library."[1]

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[1] *School Library Supervision. Central Processing and Centralized Services at the Parish Level.* Workshop Proceedings, L.S.U., July 9-12, 1962. p. 16.

CONCLUSIONS

The burgeoning school population, together with the more exacting requirements to be met by students, demands an even greater effort to bring the school libraries of Louisiana up to accepted standards. Mr. James S. Cookston, State Supervisor of School Libraries, is mindful of this responsibility and is exercising the duties of his office in working toward this important goal.

As mentioned earlier in this chapter, school curricula and library programs should react to our changing society and the increasingly greater attainments being demanded of the school population. The younger members of our society are the future leaders of the country. This challenge can be met in large part by dynamic programs of education. School curricula undergo constant change in an attempt to meet requirements of the nation's economy, development in transportation and communication, urbanization, and industrialization as well as the mores of society. These basic phenomena are fundamental, and lead to the fact that quality education requires substantial increases in school library expenditures throughout the State. Great impetus has been provided with federal funds under the Elementary and Secondary Education Act, but the fact remains that the major initiative lies with the local school board, the parish or district school board.

Based on visits to school libraries, and from an evaluation of the statistics solicited by the surveyors as well as those provided by the Supervisor of School Libraries in the State Department of Education, programs of school library service in Louisiana are in need of substantial improvement. While there are parish school systems and individual schools that strive for quality library service, school libraries deserve and require much greater support.

An examination of questionnaires returned to the consultants produces evidence that objectives, goals and standards for school libraries, or instructional materials centers, must be widely publicized if the program is to gain political and financial support. Discussions throughout the State should be held until personnel in the nearly fifteen hundred public schools of Louisiana comprehend the magnitude of the task that lies ahead and methods are devised for improvement.

There are other pertinent observations relative to the statistics that deserve mention. Despite the fact that Louisiana now has and has had for many years a qualified state supervisor of school libraries, the State has never provided the necessary appropriations to assemble the proper complement of personnel to perform the gigantic task of giving direction and counsel to educators and librarians in establishing, developing and sustaining quality school library service throughout Louisiana. It is eminently clear from statistical evidence that the State, with financial assistance from the Federal Elementary and Secondary Education Act of 1965, must appropriate more funds and, equally important, accept the premise that a library which meets standards becomes a vital component of a complete program of education.

One must not be left with the impression, however, that the school library picture in the State is without its bright spots. Statistics produce evidence that many educators and librarians, with encouragement and stimulation from the State, are making valiant efforts to improve their school libraries. For the improvement and development of elementary school libraries, the East Baton Rouge parish schools placed second in the 1967 Encyclopedia Britannica School Library Awards. There are 270 elementary school libraries with full time qualified librarians, many of whom are assisted by clerical personnel. In 56 parishes, federal funds are provided for resources development within the school libraries and in some parishes media centers have been established or are under consideration. There are now 17 parish school library supervisors compared to 6 in 1964. The State Department of Education has employed since 1965 a consultant in elementary school libraries, Mrs. Alice D. Downs. The office of the State Supervisor of School Libraries was strengthened further by the addition in 1966 of a second school library supervisor, Mrs. Odalie S. McDonald.

There is no question in the minds of the consultants that school libraries are in need of support and recognition. School libraries must be upgraded to permit them to play the important role expected of them in their individual schools, their parish school systems and in proposed state and national networks of library information and communications systems.

Efforts to improve facilities, resources and personnel of school libraries must continue with the aid of consultants from the School Libraries Section of the State Department of Education and parish coordinators of school library service. Quality programs of school library service will help upgrade educational attainment of students and will have a salutary effect on the college population, most of whom are products of secondary education in the State.

Specific recommendations for improving school library service are included in the last chapter.

CHAPTER V

Academic and Special Libraries

There are 34 institutions of higher education in the State of Louisiana, 18 of which are supported by public funds.[1] The libraries of these institutions, growing at a rapid rate, must have substantially increased support if they are to provide quality service to their students and faculties. Information was solicited from the academic institutions of the State. On the basis of those reporting, the statistical tabulation at the end of this chapter, designed to present in graphic form information about Louisiana's academic libraries, indicates student enrollments, size of the faculties, and total book and periodical resources. Also included are library budgets, per student expenditures, the percentage the library receives of the total institutional budget, the size and seating capacity of the library building, and other data pertinent to a comparative survey of college and university libraries within the State.

It was not intended that this report include a detailed statement on the resources of the special libraries within the State. For the purpose of the proposed system concept, however, which is the major recommendation in this report, it was considered desirable that as many as possible of the library resources in the State be included. The many subject collections representing such fields as petroleum, chemistry, law, aerodynamics, history, art, medicine, engineering, business and government should be represented as possible sources for bibliographic and subject information in depth. Thus the special libraries are mentioned as potential contributors to the library system and information network, outlined in the Chapter on Recommendations.

ENROLLMENT IN COLLEGES AND UNIVERSITIES

Louisiana, like all other states, is directly affected by a burgeoning student-body. Private institutions, while they are not under the same pressure to accept increased numbers from those applying for admission, nevertheless have a moral obligation to expand their facilities in order to accommodate their fair share of the increased student population. Publicily supported colleges and universities, on the other hand, are forced by popular demand to admit the growing numbers of students seeking admission. The State of Louisiana does not face a unique situation in this respect, but recognizes its obligation and responsibility to support a continuous building program at existing colleges, and by the establishment of new ones.

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[1] Louisiana Department of Education. *Louisiana School Directory, Session 1967-68.*

A recent study of college enrollments in Louisiana estimated a doubling of students from 1960-1970. Actual enrollments for the Fall of 1964 exceeded projections by 2%; in 1965 by 3.4%. College enrollment in Louisiana increased 14.7% in 1964 and 10.6% in 1965. To be expected, the increases were higher among public institutions than the increases for private colleges. Another fact to be considered is that 90.7% of the Louisiana residents who attend college do so within the State. This figure is exceeded only in the states of California and Utah. Of significance also is the fact that more out-of-state students come to Louisiana for college training than Louisiana residents leave for the same purpose.

This phenomenon, involving not only more students of college age, but also the many who now elect to seek a college degree, presents and will continue to present unusually heavy demands on libraries. The recent trend in educational philosophy which requires more independent study and in greater depth, together with the so-called publication explosion, will tend to make it increasingly difficult for academic libraries to meet the standards established by the American Library Association. It is quite clear, therefore, that the need is for more resources, more space, and more staff, the three principal factors which in terms of quality and quantity, make a library a dynamic force in the educational process.

While there have been increases in library budgets, the gain is largely offset by increased enrollments, revisions in curricula, rising costs of books and other library materials, and higher salaries for library staffs. To compound these financial difficulties, present standards for libraries in academic institutions are several years old, and are therefore unrealistic in terms of present-day concepts of higher education. In light of this situation, and the very substantial costs necessary to reach revised standards in process of preparation by the professional associations and certain to be raised, it is more essential than ever to accelerate cooperative and coordinated plans for library development among the academic institutions of the State.

In December of 1967, the Louisiana State Board of Education authorized several colleges and universities to grant the doctoral degree in various fields. Most of these institutions do not now possess the necessary library facilities and resources to properly support Master's Programs. It is therefore all the more urgent to strengthen the doctoral programs by immediately appropiating the funds needed to improve the library collections in the subject fields affected, or to delay the initiation of these programs until adequate library collections can be developed.

Resources and Collections

The Library of Louisiana State University ranks high among the principal libraries of the South and is the strongest publicly supported academic library in the State. Its collection numbers approximately one million volumes, excluding its comprehensive collection of documents, and the Library receives more than 13,000 serial titles. Its total budget exceeds one million dollars, and its staff approximates one hundred. Some of the significant collections, in addition to those which support its educational program, include 2,500,000 items spanning a period of almost 200 years pertaining to the history of the lower Mississippi Valley. This collection contains original source materials, records of state and parish governments, and archives and manuscripts for advanced research. The Library's collection of Louisiana materials, housed in a handsomely panelled room, the gift of Mrs. Calvin K. Schwing in memory of her husband, comprises one of the strongest collections of its kind in the State. This room also houses the Rare Book Collection. Other significant collections include Romance linguistics, French language and literature, ornithology, sugar, geology, Lincolniana and newspapers of Louisiana. The Library is one of two academic libraries (Louisiana Polytechnic Institute is the other) which are depositories for most United States government documents and those of the United Nations. The University's law library, accredited by the American Association of Law Schools, ranks 19th among 135 law schools. Its collection of foreign law is rated among the best in this country. The Library School of the University and the Library School Library are both in the main library building. The University Library, through the State Library, lends extensively to other libraries in the State.

Although Louisiana State University has a relatively new library building, opened in 1958 with more than *187,000 square foot and seating capacity for 2,000 readers,* including carrels and individual study tables, its facilities are now over-taxed. The university library and the several libraries of the Louisiana State University system throughout the State, comprise significant resources and are a vital force in Louisiana higher education. The stature of the University Library indicates a leadership role in library development not only among other state-supported colleges and universities, but also among private institutions of higher education. Louisiana State University should be in the vanguard to coordinate and develop the library collections among the academic institutions.

A strong book collection in a private university is that of Tulane. Its collection totals more than 950,000 volumes, over 5,500 serial titles, and is especially strong in Latin American history and culture, medicine, law, business administration, music, engineering, history, including that of Louisiana, and literature. There is a new general library building under construction to alleviate present crowded conditions in the Howard-Tilton Memorial Library.

Among other college and university library collections in Louisiana, some major strengths are noted:

Centenary	Science, Methodist History, Regional History
Dillard	Education and Nursing
Grambling	Education
Louisiana College	Religion

Louisiana Polytechnic Institute	Engineering, Business, Agriculture, Forestry, Home Economics, Documents
Louisiana State University — Alexandria	Science, American and English Literature
Louisiana State University, New Orleans	Urban Studies, Louisiana History
Loyola	Theology, Philosophy, Louisiana History
McNeese	Mathematics
Nicholls	English Literature, Education
Northeast	Business, English
Northwestern	Science, Education, Shakespeare
St. Mary's Dominican	Education, Dominicana
Southeastern	History, Mathematics, Education
Southern	Science, Education, Humanities
University of Southwestern Louisiana	Louisiana Archives, Acadiana, Horticulture
Xavier	Negro History, Pharmacy, Roman Catholicism

The college and university libraries in Louisiana have collections that are worthy of consideration as subject referral centers on a compensatory contract basis with the State Library. This state-wide service would be clearly distinguished from that provided by the general collections of the academic libraries, recommended for support of the individual Systems' Resource Centers.

COORDINATION OF HIGHER EDUCATION PROGRAMS

The Public Affairs Research Council of Louisiana, in one of its studies, defines the State's role in meeting the public demand for higher education. "Louisiana, like all other states, is faced today with unprecedented demands on its institutions of higher education, and with the prospect that the future will offer new demands and new challenges. But the fact that Louisiana's colleges and universities are being deluged with record numbers of students and that institutions are being asked to provide more research and other services than ever before should not be a cause for dismay. Louisiana's future will depend on the extent to which its citizens are educated and the services its institutions of higher education can provide new scientific and technical industries. There is unquestionably a direct relationship between knowledge and a state's advancement . . . Louisiana should assure every capable and willing person of an opportunity to pursue an educational program that, within reason, is suited to his needs, talents and desires. And it must be a quality program. However, Louisiana cannot develop quality programs in every field at every institution."[2]

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[2] Public Affairs Research Council of Louisiana, *Higher Education III Coordination and Planning*, 1966, p. 107.

This report also cites the fact that higher education in Louisiana will require substantial increases in funds for the following reasons:

1. Rapidly increasing student enrollments.
2. Expanded requirements for research facilities in universities.
3. Strengthening the quality of educational programs, including improvement in faculty salaries.
4. The accelerated rate at which new discoveries are added to the store of human knowledge and an accompanying demand for graduate study.

All of these facts directly affect libraries and are germane to the Council's recommendation that there be "a state-wide coordinating board of higher education with major duties of inter-institutional programming, budget coordination, and long-range planning."[3] Although there has been considerable discussion, particularly by the Board of Supervisors of Louisiana State University and the State Board of Education, no plans for such a coordinating agency have been approved by either board. The Louisiana State University Board supervises the University in Baton Rouge, Louisiana State University at New Orleans, the Medical Center in New Orleans, and the two-year institution at the Louisiana State University branch in Alexandria.

The new two-year branches, one at Eunice and one at Shreveport, and a medical school in Shreveport under construction, will also come under the jurisdiction of the Louisiana State University Board. Two more two-year colleges, authorized but not yet constructed, will bring to nine the number of institutions under the control of that board. All other public institutions of higher learning as well as the State vocational and technical schools are administered by the State Board of Education which also has supervisory control over the public elementary and secondary schools.

The Public Affairs Research Council study recommended not only the inclusion of private institutions, but also representatives of the elementary, secondary and trade schools in their roles as contributors to the master-plan. The concept is both wise and necessary in order to include all facets of education.

Despite the apparent lack of success in establishing a state agency to coordinate the programs of higher education in Louisiana, there is no reason, as far as libraries are concerned, that coordination among both private and public institutions cannot be gainfully effected.

Suggested cooperative measures include the following:

1. Preparation of union lists of serial and subject bibliographies.
2. A specially designed delivery service to expedite interlibrary loan.
3. Establishment of a central storage facility for lesser-used materials.
4. A single cataloging center for academic libraries.
5. A joint effort in acquiring, preserving and restoring research materials such as early newspapers, journals, manuscripts, and other primary sources.
6. A communications network for college, university, academic and special libraries.

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[3] U.S. Office of Education, *State Boards Responsible for Higher Education*, 1960, p. 49.

Louisiana college and university libraries might agree to collect books and periodicals in designated fields which would be tantamount to providing eventually stronger subject resources upon which other institutions within the State could draw, thus eliminating a tendency toward duplication of collections. Such a course of action could be applied not only to library holdings, but also to curricula, as suggested by the Public Affairs Research Council.

A Regional Information and Communication Exchange has been established at the Fondren Library of Rice University in Houston, Texas and demonstrates the possibilities for cooperation among college and university libraries, other types of libraries, as well as other information services. It is the intent of this program to link by means of rapid communication eighteen college and university libraries on the Texas Gulf Coast, thereby providing business, commerce, and industry with the information resources of the entire region. The State Technical Services Act of 1965 administered by the United States Department of Commerce provides partial financial support of the program.

When the program has proved beneficial to business and industry, it is anticipated that fees may be levied on the commercial user. In addition, the participating colleges and universities will find this cooperative venture of similar benefit to their faculties and students. McNeese State College Library in Lake Charles, near the Texas border, is cooperating in this regional information program, another indication that political boundaries are not significant where information needs are concerned.

EVALUATION AND STANDARDS

Many of Louisiana's institutions of higher learning have prepared self-studies, providing a logical plan of development. The library statement of purpose must first be devised. The following quote from one institution's study of its library program provides an excellent background against which to develop quality library service. To avoid identifying the institution a few editorial changes have been made.

> "The Library aims to provide the library collections and services required for the operation of a superior liberal arts college. The selection of books and other materials is the joint responsibility of the library staff and the faculty. Care must be taken that materials of highest quality are selected and that all important subjects and all points of view are represented. The Library will acquire, classify, and house these materials according to modern library practices, and provide comfortable and inviting facilities for their use and circulation. The Library will cooperate with other libraries and institutions in joint projects of mutual benefit. Its facilities and services will be available to anyone who has a purposeful reason for their use, if such use does not interfere with its primary purpose to serve the students and the faculty. The Library should thus be the center of academic and intellectual activity on the campus and also an important center of information for the surrounding area."

This statement is one of the indications that academic libraries are well aware of their needs and are taking steps to reach the goals or standards prescribed by the American Library Association. As has already been stated, the demand for quality programs of education assures greater student and faculty use of libraries.

Although the questionnaire used by the consultants to determine the quality of the book collections was not intended to be all-inclusive, it is indicative of the comparative strengths of book collections in all types of libraries. The consultants decided to use one bibliography[4] representing subject materials likely to be held in the libraries queried.

The following tabulation drawn from the results of the checking of the bibliography shows the number of titles held by the following academic libraries, from a possible total of 390 titles.

Louisiana State University — Baton Rouge	306
Southern	254
Louisiana Polytechnic Institute	223
Northwestern	209
University of Southwestern Louisiana	207
Tulane	188
Southeastern	174
Louisiana State University — New Orleans	166
Northeast	151
Nicholls	147
Louisiana College	142
McNeese	141
Dillard	140
Loyola	126
Centenary	122
Xavier	113
St. Mary's Dominican	112
Louisiana State University — Alexandria	99
Grambling	90

In the discussion of collections, attention should also be given to the number of volumes, and as the statistical tabulation at the end of the chapter will show, there is great variation among the institutions. American Library Association standards point out that no effective instructional program can be carried out with fewer than 50,000 volumes. This figure is expected to be at least doubled in order to meet the rapidly increasing curricular demands. Only one of the colleges has fewer than 50,000 volumes, one recently established and working vigorously toward meeting the required minimum goal. Beyond the 50,000 volumes recommended for a student body of 600, the standards suggest that for each additional 200 students there be 10,000 additional volumes. Few of the institutions meet this standard, although today's educational demands make these figures minimal indeed.

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[4] *Standard Catalog for Public Libraries, 4th ed., 1958*, New York, 1959 *Suppl. 1959-1963*, New York, 1964.

In connection with evaluation of book collections, Verner W. Clapp and Robert T. Jordan have devised a useful formula for estimating minimum quantitative book collections.[5] The criteria include: (a) a minimum number of volumes (50,750) for a basic collection (b) 100 volumes per faculty member, (c) 12 volumes per student (graduate and undergraduate), (d) 12 volumes per student in honors or independent study programs, (e) 335 volumes per undergraduate major, (f) 3,050 volumes per Master's Concentration, (g) and 24,500 volumes per Doctoral Field.

Quantitative evaluation of a library's collection is no measure of its value to support an educational program. A qualitative analysis must be made of the collection which should include the most authoritative and most useful materials in each field comprising the curriculum and the research areas represented by the institution being studied.

The table which follows cites total square footage of each college and university library which returned a questionnaire. It is inevitable that rapidly increasing student enrollments, and often beyond projected enrollment, make it virtually impossible for today's institutions of higher learning to provide recommended facilities. It can be readily ascertained that all but the newest libraries in Louisiana fail to meet space allocations as determined by national standards. It is equally clear that the colleges and universities are aware of this situation.

Sharply rising enrollments have far outpaced the staffing of Louisiana academic libraries. Despite the fact that there is a critical shortage of professional library personnel, every effort should be made to secure more personnel in order to provide students and faculty with adequate service, and the proper interpretation of collections or resources.

Section VIII of American Library Association standards for college libraries[6] refers to cooperative ventures among colleges. An example of such cooperation has already been mentioned in the area of the building of resources to avoid not only duplication but also attendant weaknesses in their respective book collections. Other areas of cooperation might be those of coordination in purchasing, cataloging and classifying and the processing of both print and non-print materials. In the chapter dealing with recommendations, these matters will receive elaboration.

As previously stated, it is desirable to establish a state-wide cataloging center to serve the academic institutions, especially since many use Library of Congress cards and its classification scheme. In addition, this center could serve as a purchasing office to coordinate book, periodical and non-print acquisitions. Such action would not only provide more efficient operation but also would tend to reduce the competition among colleges for qualified professional personnel. It should be clearly understood, however, that the mechanics of the purchasing is the sole intent of this suggestion; it is not intended to abrogate the acquisition responsibility which must remain with each institution concerned.

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[5] Verner W. Clapp and Robert T. Jordan: "Quantitative Criteria for Adequacy of Academic Library Collections," *College and Research Libraries*, September 1965, p. 371-380.

[6] Association of College and Research Libraries. Committee on Standards. "Standards for College Libraries." *College and Research Libraries*, 20:274-280, July 1959.

The recommendations in another chapter of this report deal at some length with the concept of system operation. The underlying reason for this recommendation is based on the need for quality library service made possible by coordinating resources, personnel and facilities. This concept would marshall all library resources within a system—college, university, school, parish and special—for the benefit of residents of the area within the system. The resources of the academic libraries could play an important part in providing strength for the system. Every academic library, public and private, in Louisiana therefore should be included in one of the seven recommended Library Systems, and its general collections help support the Resource Center of a system.

A communications network will be a vitally important element within each Library System as well as within the State itself. The colleges and universities should establish for their libraries a TWX network. The special libraries within systems should be encouraged to participate in such a network. The next step in this network should link all Resource Centers of systems with the State Library. The specialized collections of academic and special libraries can then be a source of bibliographic and subject information on a state-wide basis. As the system concept develops, the use of long distance xerography, telefacsimile, or some other form of reproduction should be introduced. Costs involved in installing, maintaining, and operating the communications network should be borne by the State as part of the appropriations to Library Systems.

Planning for higher education is a composite of many factors. This statement is equally true for library development and it is therefore essential that collections of materials, buildings, personnel and services be developed concurrently in order to achieve balanced library programs.

CHAPTER VI

Library Education in Louisiana

For nearly one hundred years, the library profession and others interested in education have given considerable thought to library training and education. Within the past decade, however, concern for this aspect of librarianship has been mounting steadily. In addition to the critical shortage of qualified professional librarians, there are other compelling reasons that justify directing attention to the subject. Dramatic changes have taken place and continue to take place in our educational, social, economic and political way of life which have implications for libraries and library education. New service patterns being developed in libraries partly as a result of computerized library procedures, developing patterns of system and network concepts, urban and suburban consideration of metropolitan problems, interest in reaching the non-library user and the enormous increase in the production of books and other media contribute to the ever-increasing concern with library education.

BACKGROUND INFORMATION

A multitude of suggestions has been made in an attempt to contribute to the relief of the manpower problem and to establish a successful and comprehensive personnel program for librarianship. Indeed, so much concern, controversy and dialogue have been forthcoming that it would be highly desirable for the American Library Association to undertake a comprehensive study of this entire problem and all of its implications. Such a study would be welcomed by both practicing librarians and library educators. A report as substantial as that prepared by Charles C. Williamson for the Carnegie Corporation released in 1923 and entitled *Training for Library Service* would constitute a significant contribution to the profession. The Williamson report is a landmark in the literature of education for librarianship and recommended, among other changes, that schools of librarianship be attached to colleges and universities and not be retained as training agencies within libraries.

The subject has undergone much scrutiny and major change since that time. The situation, as has already been mentioned, is dramatically different today and calls for solutions to meet today's problems. Libraries had not gained, as yet, the recognition and support from all levels of government and from private sources that they enjoy today. There were few school libraries. Some colleges and universities

STATISTICAL TABULATION, COLLEGES AND UNIVERSITIES, 1966

PUBLIC	ENROLLMENT		NUMBER FACULTY	GRADUATE PROGRAMS	LIB. REPORTS	COLLECTIONS			BUDGET					EXP. PER STUDENT FOR LIBRARY SERVICE	% OF INST. BUDGET FOR LIBRARY SERVICE	STAFF			BUILDING			HOURS OPEN PER WEEK	SAT./SUN. OPEN	I.L.L. REQUESTS MADE
	Under-Grad.	Grad.				BOOKS	PERIODICALS	VOLUMES ADDED PREVIOUS YEAR	SALARIES	BOOKS	BINDING	OTHER	TOTAL			PROFESSIONAL	OTHER	STUDENT ASSISTANTS	YEAR	SEATS	SIZE (SQUARE FOOTAGE)			
F. T. NICHOLLS	2,902	224	140	Master's	Pres.	58,098	1,202	12,436	$113,553	$73,154	$1,947	$12,715	$ 201,369	$63.20	9	10	6	75	1965	625	40,824	75	Yes	94
GRAMBLING	3,844		168		Dean	61,963	926	9,682	160,287	52,870	7,308	4,614	230,209	60.00	3.5	10	8	75	1962	1,000	51,000	83	Yes	43
LA. POLYTECHNIC INST.	6,262	353	391	Master's	Dean	267,210	1,866	9,735	132,831	72,449	12,339	37,380	274,800	41.54	4.46	11	16	50-60	1961	850	56,000	90	Yes	380
LSU-BATON ROUGE	12,704	2,005	826	Master's, Doctorate	Chancellor	887,900	13,270	44,318	Salaries 909,675 Wages 58,050	300,355	63,000	76,864	1,057,156	71.87	2.28	45	51	170	1958	2,000	187,250	103½	Yes	950
LSU-NEW ORLEANS	5,447	328	229	Doctorate	Dean	107,151	3,034	19,438	185,174	200,000	17,000	20,630	434,804	75.12	9.58	15	15	30	1964	515	65,000	84	Yes	233
LSU-ALEXANDRIA	703		40		Dean	32,704	530	6,965	Salaries 58,630 Wages 5,200	80,000	5,000	22,800	171,630	244.06		6	3	10		750	28,000	60	No	20
LSU-MEDICAL CENTER		710	450	M.D., Ph.D., M.S.	Chancellor	63,000	1,100	3,000	83,000	20,000	5,000		110,000			4	6	6	1954	120	15,000	90	Yes	600
McNEESE	3,956	300	164	Master's	Pres.	78,875 Microfilm 2,650	1,104	10,490 Microfilm 1,471	94,804	31,770	7,800	28,707	163,843	45.63	5.4	[illegible]	12	63	1961	350	42,000	72	Yes	
NORTHEAST	5,435	525	280	Master's	Dean	93,044	1,020	12,000	Salaries 108,183 Wages 23,540	116,352	6,640	11,300	266,015	50.47	5.0	10	8	50	1963	850	66,875	82	Yes	625
NORTHWESTERN	4,419	769	237	Master's, Education	Dean	102,001	1,300	7,824	Salaries 131,887 Wages 8,910	60,537	7,968	10,273	225,843	46.29	4.7	8	9	86	1936	393	28,004	84½	Yes	332
SOUTHEASTERN	4,946	27	125	Master's	Dean	85,805	816	7,929	110,025	50,757	3,005	28,503	201,150	14.63	4.40	5	9	40	1963	800	50,000	84	Yes	58
SOUTHERN-BATON ROUGE	7,056	513	300	Master's	Dean	213,005	1,100	15,971	115,121	86,696	3,507	22,362	227,586	17.00	3.8	5	11	70	1958	1,000	45,990	85½	Yes	42
U. OF SOUTHWESTERN LA.	9,073	274	407	Master's	Pres.	200,820	1,703	20,779	Salaries 252,000 Wages 23,854	161,729	12,500	18,300	479,170	52.70	5	15	20	180	1967	3,000	136,725	65	Yes	442
PRIVATE																								
CENTENARY	1,693		78		Dean	73,465	487	6,327	Salaries 40,500 Wages 10,000	25,000	5,200	5,300	58,060	77.37	6.2	3	5	28	1963	400	37,529	81	Yes	38
DILLARD	874		85		Pres.	72,876	601	4,220	30,300	29,017	3,000	2,238	64,275	73.00	4.3	4	2	25	1961	250	34,000	76	Sat.	10
LA. COLLEGE	929		55		Dean	66,070	540	5,105	24,000	10,000	800		64,000	46.00	4.5	3	2	16	1966	125	11,000	76	Sat.	
LOYOLA	4,432	455	210	Master's	Vice-Pres.	230,262	1,494	9,273	68,100	64,040	5,000	4,150	143,090	43.42	3.1	6	11	13	1950			86	Yes	
ST. MARY'S DOMINICAN	542		55		Vice-Pres.	51,870	500	3,570	38,053	11,586	2,104	0,723	56,171	103.60	7.5	4	2	7	1960	196	31,333	80	Yes	40
TULANE	6,756	2,173	1,301	Master's, Doctorate	Vice-Pres.	980,710	8,518	31,384	583,650	265,475	28,875	63,437	981,489	108.50	3.77	36	37	125	1941	1,000	96,795	93	Yes	1,077
XAVIER	1,144	50	103	Master's	Dean	54,423	500	1,260	43,307	12,700	1,200	6,430	64,107	16.00	4.5	4	3	20	1937	200	11,500	80	Yes	8

were still teaching from textbooks. The library was not the force in education it is today. Part of the solution to the library manpower problem lies in the continued assessment of tasks performed in libraries and their assignment to proper levels of personnel. Many so-called professional personnel continue to perform menial and clerical tasks when, in fact, this grade of personnel should be capable of directing the work of clerks and library assistants or subprofessional personnel. There should be a place in a library for college graduates with or without previous course work in library science. Effective use of personnel, continuous assessment of duties and responsibilities should clearly point the way toward reducing the ratio of librarian to non-librarian, toward further division of labor especially in larger libraries and in library systems. If the profession is willing to face realistically the personnel problems, the decisions made in the next few years should help recruitment for the profession, should help upgrade salaries for all library personnel, and should improve the image of libraries held by the general public. Much more challenging positions should be created and the field should be genuinely attractive to the career-minded young person with a mission to serve people through books and information.

Graduate Library Education

Graduate library education is offered by Louisiana State University, the only institution in the State which grants a master's degree in librarianship. It is accredited by the national accrediting body, the American Library Association. The University's library school has earned and maintains a nationwide reputation for excellence and its graduates are sought by the major libraries of the country. The school should be greatly strengthened; specific recommendations are included in the last chapter.

Undergraduate Library Education

The twelve colleges and universities which offer library instruction at the undergraduate level only, present another situation. Most of them have been established in an effort to relieve the shortage of librarians, particularly to meet the needs of the rapidly growing number of school libraries, and to a lesser extent the needs of parish and other libraries.

Only two of these institutions have a faculty of two; most have only one full-time faculty member and supplement their staffs by using local practicing librarians on a part-time basis. Most of the schools are part of the Education Department of the college or university. Others are under the general supervision of the college or university librarian. All of the institutions which reported have faculty members in charge of the library program who have a graduate degree in librarianship. All have had practical library experience as well as some teaching background. Most of the schools reported that their graduates were placed in school library positions, although a few graduates found employment in parish, public, college and university libraries. Few of the graduates go on to prepare for graduate library degrees although they are encouraged to do so in order to qualify for professional positions in libraries.

The curriculum relates to training for education since courses such as children's and young adults' literature are emphasized, and other courses are geared to school librarianship, although such courses as libraries and librarianship, book selection, acquisition and organization of library materials, and reference service are offered. Both the need for school librarians and the state certification requirement are obvious reasons for this curricular development.

In general, the physical facilities in which undergraduate library programs are taught comprise one or two classrooms, a laboratory or work room, an inadequate collection of materials to support the curriculum, and materials for practice work in cataloging and reference.

Discussions the consultants held with faculty members, as well as with their deans or directors, indicate a genuine concern with both general and library education. There is recognition on the part of the instructors of the apparent dichotomy between liberal education and professional education, the exceptional demands for qualified library personnel notwithstanding. Specific recommendations regarding library education are included in the next chapter.

The self-surveys conducted by many of the undergraduate library science personnel have been salutary. These studies have helped in the improvement of the respective curricula and in securing recognition and support from the institution of which they are a part. The consultants have made use of these surveys as well as of the questionnaires in developing and formulating their conclusions and recommendations.

STATEMENT OF THE PROBLEM RELATIVE TO LIBRARY EDUCATION

The profession should prepare a definition of librarianship and the role of the library in society. Once this task has been completed and gains general acceptance by the profession, an educational program, preferably national in scope, should be devised to embrace the educational requirements for each of the several levels of duties and responsibilities within a library and thus make possible a career ladder for librarianship. This task should be undertaken by both library educators and library administrators.

The technician, or technical library assistant, might be the first level of position for which background and education are required. If such a level of position were established, it is certain that many duties presently performed by professional librarians could be re-assigned to this level of position.

The second level of education for librarianship might be undergraduate training, long a controversial issue. Rather than vocational emphasis, however, instruction should emphasize general education or liberal arts. It should be made clear that this level of educational attainment does not permit automatic advancement within the personnel structure available to graduate librarians, but is a first step in preparation for entry into the library field. The use of library trainees, the work-study concept, is already widely accepted practice, and insures to some degree the logical educational approach referred to above.

Graduate education for librarianship might be restructured to emphasize training for administrators and subject specialists. It should also be pointed out that larger libraries and library systems should consider the utilization of personnel with education and experience in public relations, finance, management analysis, sociology, building construction and maintenance, personnel and public administration, and computer technology.

In the preparation of answers to the manpower problem which includes recruitment, education, and utilization of personnel, considerable research would be desirable. More information and research is needed to 1) determine positions in libraries that do not require a year of college training in librarianship, 2) explore the possibility of training technicians in junior and community colleges, 3) relate properly undergraduate and graduate library education, 4) develop institutes and workshops for the continuing education of practicing librarians, 5) determine the course content for graduate library training and 6) evaluate certification programs with a view to seeking a national plan to insure the complete mobility of professional library personnel.

CHAPTER VII

Recommendations

The parish program of library service has been developed in an attempt to reach and serve all residents of the State. Library service in Louisiana, as presently constituted, provides an established base upon which to build a comprehensive plan for library and information services. Statistics gathered by and those made available to the consultants indicate that parish, school and academic libraries, as well as the State Library, are lacking both in quantity and quality of book and non-print resources, that staffs must be larger and more professionally qualified, and that physical facilities must be improved and enlarged. Collections, personnel, and buildings constitute the principal ingredients of library service and are prerequisites to the development of a system of libraries involving cooperative service programs.

I. RECENT DEVELOPMENTS AFFECTING LIBRARIES

Areas of national concern which also have implications for state, regional and local planning, study and action, are those affecting metropolitan, urban, suburban and rural library service, education for librarianship, manpower and the effective use of library personnel, bibliographic control of the enormous production of printed and non-printed materials, and the attendant problem of making information available through networks of rapid communication, and automated or computerized procedures. These broad areas of concern influence the recommendations in this report.

A. Federal Support of Libraries

During the past decade, the Federal government has assumed a major responsibility in the support of library service. With the passage of the Library Services Act in the mid-nineteen fifties, designed to provide public library service in rural areas, a new era of library development dawned on the American scene. The original act was amended in 1964 to include the support of urban libraries as well as funding for the construction and renovation of public library buildings and is presently known as the Library Services and Construction Act. This act also provides under Title III funds for inter-library cooperation to establish and maintain networks of libraries at the local, regional, state or interstate level for the systematic and effective coordination of the services and resources of school, public, academic and special libraries and information centers. Titles 4A and 4B of the Act provide funds for library service to state institutions (health, welfare and correctional) and to the physically handicapped, respectively. All of the funds appropriated for the Library Services and Construction Act are administered by state library administrative agencies.

Under provisions of the Higher Education Act of 1965, Title IIB, funds are available for library training. Appropriations are also available to qualifying libraries of academic institutions for strengthening library collections under Title IIA of the Higher Education Act. Funds are available for construction of library buildings and facilities in all types of academic libraries—junior colleges, community colleges, undergraduate and graduate libraries under the Higher Education Facilities Act. School library collections are being improved through funds provided by the Elementary and Secondary Education Act. There are a number of legislative acts such as the National Science Foundation Act of 1950 as amended, the Medical Library Assistance Act of 1965 and the National Foundation on the Arts and Humanities Acts of 1965, designed to strengthen important subject collections with a view to making significant resources more widely available on a nation-wide basis. The federal government, therefore, is committed to the support of all kinds of libraries. It is important, however, to emphasize that library support by the federal government is predicated upon local, state and private initiative and participation.

B. Library Standards

The development of national standards for each type of library has had a dramatic impact on library improvement throughout the country. Librarians, trustees, educators, political leaders, civic and community groups, have used these standards to upgrade libraries and library service everywhere. These standards have been published at a most opportune time, since education is now a recognized requisite for the advancement of the nation as a whole, as well as for the individual. In addition, federal and state support of libraries has made possible implementation of many of these standards. It is incumbent upon the State of Louisiana, at this period of stock-taking with respect to the achievement of its libraries, to continue actively this role of leadership and particularly to provide its share of the cost of implementing these standards.

It is evident that intelligent planning in Louisiana has characterized library decisions during the past forty years. A natural outgrowth of library service organized by parish, which program is rapidly nearing completion, now suggests a system concept of cooperation among all types of libraries, coordinated through a plan developed by the professional and civic leadership in the State, stimulated and guided by the State Library. A vitally needed further step in such development calls for emphasis, particularly at the local level, on strengthening every type of library.

The foregoing chapters comprise a review of the present state of the art in Louisiana and the recommendations chart new courses in library service in a receptive and forward-looking library community. Recommendations are presented as a guide to the concurrent development of all types of libraries—state, parish, public, school and academic, as well as the coordination of their services and resources.

II. THE BOARD OF COMMISSIONERS OF THE LOUISIANA STATE LIBRARY

The State of Louisiana has had a Board of Commissioners comprised of laymen who have been responsible for the library program since legislation authorizing its establishment was enacted in 1920. Members have given their time and talents without remuneration. The effective state laws and statutes which encourage and foster progressive library programs, the parish library plan and the handsome state library building are tributes to the Board.

As Executive Secretary to the Board, the State Librarian plays a large part in providing specific ideas for the Board to translate into action. It is essential at this time that Board members be encouraged to participate to a much greater extent in stimulating new approaches to library service throughout the State. This observation with respect to the Board entails closer involvement of the members in library planning since they will be expected to serve as spokesmen for the library program.

The members of the Board of Commissioners should be leaders in the community and in the professions, business and industry in order to insure a balanced representation of laymen. One of the means of accomplishing this would be to recommend to the Governor that there be prepared by the Board of Commissioners for his use and consideration a list of candidates whose background and experience would make a contribution to the work of the Commission. The records and activities of trustees of local libraries should provide a source of names of persons with exemplary service as well as those active in friends of libraries' organizations.

A. Membership

> **IT IS RECOMMENDED, IN LIGHT OF THE FOREGOING, THAT THE BOARD BE ENLARGED TO PERMIT BROAD REPRESENTATION OF THE INTERESTS OF THE CITIZENS OF THE STATE.**

B. Committees

> **IT IS RECOMMENDED THAT THERE BE ESTABLISHED FROM AMONG ITS MEMBERS, COMMITTEES SUCH AS: 1) LIBRARY DEVELOPMENT AND LIBRARY LEGISLATION, 2) FINANCE, 3) PUBLIC RELATIONS AND INFORMATION. THIS RECOMMENDATION WILL HAVE GREATER IMPACT IF THE OTHER RECOMMENDATIONS INCLUDED IN THIS REPORT ARE ADOPTED AND IMPLEMENTED.**

C. Advisory Committee

IT IS RECOMMENDED THAT THERE BE APPOINTED BY THE LOUISIANA LIBRARY ASSOCIATION IN CONSULTATION WITH THE STATE LIBRARIAN AN ADVISORY COMMITTEE TO THE BOARD OF COMMISSIONERS OF THE LOUISIANA STATE LIBRARY TO PRESENT PERTINENT LIBRARY MATTERS WHICH IN THE OPINION OF THIS COMMITTEE WOULD IMPROVE STATE-WIDE LIBRARY SERVICE. THIS COMMITTEE WOULD BE COMPOSED OF POLITICAL, CIVIC, AND EDUCATIONAL LEADERS, REPRESENTATIVES OF ALL TYPES OF LIBRARIES, ALL SIZES OF LIBRARIES AND WITH REGARD TO EQUITABLE GEOGRAPHIC DISTRIBUTION. MEMBERS OF THE COMMITTEE SHOULD BE APPOINTED FOR STAGGERED TERMS TO PROVIDE CONTINUITY.

THIS COMMITTEE WOULD GIVE VOICE TO THE LOUISIANA LIBRARY ASSOCIATION IN ITS PLANNING AND DEVELOPMENT ROLE FOR LIBRARY IMPROVEMENT AND WOULD PROVIDE THE AVENUE FOR BRINGING TO THE TOP LIBRARY PLANNING ECHELON THE THINKING AND ASPIRATIONS OF TRUSTEES AND LIBRARIANS AT THE LOCAL LEVEL. IT IS FURTHER RECOMMENDED THAT FROM THE MEMBERSHIP OF THE PRESENT LIBRARY DEVELOPMENT COMMITTEE A STANDING COMMITTEE OF SEVEN TO NINE MEMBERS BE CONSTITUTED TO SERVE AS THE ADVISORY COMMITTEE TO THE BOARD OF COMMISSIONERS.

One of the important roles of the Board of Commissioners will be to interpret and cultivate the interest of the citizenry in the function of libraries. It is essential, therefore, that the Commissioners continue to receive on a planned, scheduled basis, information about libraries in today's society that they can impart to political, educational and civic leaders throughout Louisiana. A statement on the responsibilities of library trustees also is included in this chapter.

III. LOUISIANA STATE LIBRARY

The State Library has been aggressive in centralizing authority for library development. Early decisions to develop library service by parish, whereby the State Library conducted and paid for demonstration programs, have proved wise. Local library trustees and administrative staffs of all types of libraries, however, must be encouraged and given the opportunity at this time to participate in library planning to a much greater extent. Also, those to be served by community, public or parish libraries should have a voice in determining the kinds of services best suited to their needs. Friends or citizen groups supporting libraries should be organized or encouraged to assist in securing improved library service. The acceptance of these proposals will reflect to a much greater extent than is now the case the variations in social, economic, educational and intellectual levels of the total population of Louisiana.

A. Organization within the State Government

> IT IS STRONGLY RECOMMENDED THAT THE STATE LIBRARY CONTINUE AS AN INDEPENDENT UNIT OF STATE GOVERNMENT.

Such status within the framework of the State Government provides stature and recognition for the Library's unique functions and services. In addition, such an organizational structure provides direct access to the Governor and members of the Legislature. It also places the Library on a basis comparable to that of other major operating departments of the State.

Under the provisions of Revised Statutes: 1, Acts of 1946, relating to the functions, duties and powers of the Board of Commissioners of the Louisiana State Library, active cooperation among state departments is both suggested and authorized.

Cordial working relationships have been established and continue to exist among the State Superintendent of Education, the State Supervisor of School Libraries and the State Librarian and her staff. Cooperation exists between the State Library and libraries within departments of the state government as well as with college and university libraries. The State Library is presently developing a program of library service in cooperation with the appropriate state departments for health, welfare and correctional institutions.

The State Library should avail itself of the opportunity through federal funds, such as Title IIB of the Higher Education Act, previously mentioned, to establish and maintain closer liaison with library education programs in the several colleges and universities of Louisiana which offer undergraduate and graduate courses in library science. This relationship between the library education programs and the State Library should provide assistance in curriculum planning and research in the library field.

B. Internal Organization

In Chapter II, *Louisiana State Library and Other Library and Information Functions of the State,* mention is made of the organization of the State Library by function. While it is not within the scope of this study to make a detailed analysis and evaluation of the State Library itself or any other single library operation, a few comments with respect to the organization and administration of the State Library should be made. The general organizational pattern of the State Library requires clarification and should include four principal areas of responsibility: 1) administration, 2) readers' services, 3) technical or auxiliary services, 4) field services or that which may be reconstituted as library development, including library research.

1. Administration

If the Board of Commissioners and the State Librarian consider it appropriate and necessary, the consultants recommend a management study to include but not be limited to: 1) the organization and administration of the State Library as an operating unit, 2) the effective use of space within the building considering the present and recommended program of library service, 3) the personnel program including a study of responsibilities, duties, position specifications, salaries and benefits. It is well to analyze and evaluate an organization that has assumed major responsibilities as a result of federal legislation and will assume even greater ones if the recommendations in this report are approved and implemented.

It should be pointed out that the salary structure for the entire State Library staff must be improved substantially if the Library is to be in a position to exert its leadership role in the proposed state-wide plan for library development. It is appropriate to mention here one of the problems relating to benefits, namely the lack of reciprocity among retirement systems in the State making it impossible for a member of a parish, public, or L.S.U. academic library staff to transfer benefits, for example, to the staff of the State Library, or vice versa. School librarians and librarians in institutions under the direction of the State Board of Education, however, are permitted to transfer retirement credit to the State Employee's Retirement System. This situation limits the mobility of librarians, and perhaps of other State employees. Consideration should be given to broader reciprocity among retirement systems supported by the political subdivisions within the State and by the State itself.

The size of the State Library staff is inadequate to perform efficiently its present assignment; increased duties will result in increased responsibilities in implementing the recommendations in this report. Provisions for proper staffing under present conditions, enlarging the staff for its proposed added responsibilities with salaries commensurate, must be recognized and resolved. Such action is basic to the success of the entire program outlined in this report.

> IT IS RECOMMENDED THAT THE SALARY STRUCTURE OF THE STATE LIBRARY BE 1) ESTABLISHED IN PROPER RELATIONSHIP TO THE SALARIES PAID IN MAJOR LIBRARIES IN LOUISIANA, 2) COMMENSURATE WITH THE DUTIES AND RESPONSIBILITIES AS PRESENTLY CONSTITUTED, AND 3) IN A FAVORABLE POSITION TO COMPETE WITH THAT OF OTHER PROGRESSIVE LIBRARIES THROUGHOUT THE COUNTRY FOR QUALIFIED PERSONNEL.

a. Public Relations and Publicity:

The Louisiana State Library has an effective publicity and public relations program. The success of the proposed recommendations will depend to a large extent upon an even more effective public information program. To achieve legislative and fiscal success, wide-spread dissemination of facts and figures about libraries in general and information about Louisiana libraries in particular will be necessary. This public relations effort must be extended via the systems and the parishes to all libraries. It cannot be emphasized too strongly that effective public relations constitute the key to adequate support and recognition of individual libraries and librarians. The public relations effort cannot be limited to the State Library and the Library Systems, although imaginative leadership will continue to be necessary from these sources.

IT IS RECOMMENDED THAT THE PUBLIC RELATIONS STAFF OF THE STATE LIBRARY BE STRENGTHENED, THAT IT CONTINUE TO PUBLICIZE ITS SERVICE PLANS AND PROGRAMS, AS WELL AS THE HUMAN INTEREST ASPECT OF LIBRARY SERVICE. A JOINT EFFORT AMONG ALL TYPES OF LIBRARIES AND AT ALL LEVELS OF LIBRARY SERVICE WITH RESPECT TO PUBLICITY MUST BE MAINTAINED.

IT IS FURTHER RECOMMENDED THAT SOME KIND OF SYMBOL OR DISTINCTIVE INSIGNIA BE DEVISED TO IDENTIFY EVERY PARTICIPATING LIBRARY IN THE PROPOSED STATE-WIDE SYSTEM. THIS EMBLEM OR INSIGNIA WOULD BE UTILIZED ON PUBLIC HIGHWAYS AND OTHER PUBLIC LOCATIONS— BUSINESS, INDUSTRIAL, ETC.—TO GUIDE PEOPLE TO THE MANY LIBRARY OUTLETS AND TO KEEP IN THE FOREFRONT THE FACT THAT THERE ARE QUALITY LIBRARIES CONVENIENTLY LOCATED IN URBAN AND RURAL AREAS THROUGHOUT THE STATE. THE INSIGNIA SHOULD ALSO BE USED TO IDENTIFY THE LIBRARY BUILDINGS THEMSELVES. THE USE OF STREET ADDRESSES FOR LIBRARIES, INSTEAD OF OR IN ADDITION TO POST OFFICE BOX NUMBERS, ASSISTS IN LOCATING LIBRARIES AND HAS THEREFORE PUBLIC RELATIONS VALUE.

2. Readers' Services

The State Library's collection of books and other materials, within the Readers' Services Department, serves as a resource for libraries throughout the State. The book and information referral system now in operation at the State Library requires a much stronger book collection, both in quality and quantity. As of December 31, 1967 the collection comprised 148,792 volumes. In light of the fact that the State Library provides this referral service, coupled with the fact that further referral in large numbers is made to the Library of Louisiana State University,

IT IS RECOMMENDED THAT THE COLLECTION IN THE STATE LIBRARY BE DEVELOPED TO MEET REQUESTS OF A MORE ADVANCED NATURE. AS THE COLLECTION GROWS IN QUANTITY AND QUALITY, THE INTERLIBRARY LOAN DEMANDS MADE UPON THE LIBRARY OF LOUISIANA STATE UNIVERSITY SHOULD BE RELIEVED.

3. Technical Services

Acquisition and catalog functions are not generally included in a readers' service department which is the case in the Louisiana State Library. When the library demonstrations are completed,

> **IT IS RECOMMENDED THAT THE CATALOG AND PROCESSING OF MATERIALS IN THE STATE LIBRARY BE CONSOLIDATED AND ASSIGNED TO A TECHNICAL SERVICES UNIT.**

During the past year a feasibility study was made for the State Library concerning the establishment of a centralized processing service for the parish and public libraries of Louisiana. The study was conducted by Mr. Marvin W. Mounce, a graduate student at the School of Library and Information Science, University of Pittsburgh, and formerly Chief of Technical Services, the New Orleans Public Library. The staff of the State Library and the parish administrative librarians have studied the report. The State Library has commissioned Miss Jewel C. Hardkopf, Librarian-Management Consultant, to make specific recommendations for the implementation of Mr. Mounce's report. In the fall of 1968 it is expected that a processing center will be in operation by the State Library to serve selected public libraries on a trial basis.

The consultants endorse this kind of thinking and planning. If the report is implemented, savings in personnel costs could be realized by reducing the number of professionally trained catalogers needed in parish libraries. If a staff of specialists were assembled in one place to perform such a service for the parish and public libraries of Louisiana on a centralized basis, duplication of effort and expense could be reduced. It is anticipated that some technical service personnel in parish libraries could be assigned to public service.

If the recommendation that the technical services function in the Readers' Services Department of the State Library be combined with the cataloging function of the Extension Department is accepted, then the nucleus of a staff would be available to initiate the project. If the present and proposed library demonstrations take place and are approved for local support by the voters, the cataloging function of the Extension Department could be terminated. The final necessary work on records and holdings could be transferred to a technical services unit, or, if approved, to the proposed processing center.

The consultants wish to present one recommendation which differs from the report Mr. Mounce prepared. It may be possible initially to house the acquisitions, cataloging and other processing operations in the State Library or in an auxiliary facility, but the potential quantity of books and other materials to be handled suggests the eventual decentralization of processing operations to the Library Centers in the seven systems recommended, thus reducing substantially the number of books handled at a central point, although one copy of every title would have to be sent to the central point to be cataloged.

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The acceptance of a single cataloging center with decentralized processing centers has many immediately desirable implications for the comprehensive plan described in this report. It is absolutely essential, if savings are to be realized, that common acceptance be secured from all participants with respect to such principles as form of main entry, classification, subject headings and filing rules. With agreement by participating libraries on such matters, further savings can be realized by using uniform book cards and pockets and other supplies for processing and circulating books and other library materials. The proposal could, in turn, lead to the acceptance of a common borrower's card honored in any library in the State. Thus the automation of library processes can be greatly expedited. The State of Louisiana therefore moves toward the goal of becoming an active participant in the President's proposed national communications and information network.

4. Library Development Division

Present Louisiana Library law authorizes the State Librarian to serve as "director of library development and service throughout the State."[1] Library functions of the states are increasing and assuming such proportions that a division of responsibility within the State Library is necessary for this important function.

> IT IS RECOMMENDED THAT THE STATE LIBRARY ESTABLISH A LIBRARY DEVELOPMENT DIVISION TO DEVOTE ITS ATTENTION TO THE FURTHER IMPROVEMENT OF LIBRARY SERVICE IN LOUISIANA.

The functions of this proposed development division would include but not be limited to administration of 1) a program of state aid to establish and maintain systems of libraries which show evidence of meeting the recommendations contained in *The Standards Statement for Louisiana Public Libraries* released in 1964 by the Public Library Section of the Louisiana Library Association as well as those standards published by the American Library Association in 1967 entitled *Minimum Standards for Public Library Systems, 1966,* 2) federal aid to libraries for services, buildings, interlibrary cooperation, health, welfare and correctional institutional library service, and service to the handicapped, including the blind, 3) advisory services relating to library construction, to the collection and maintenance of all types of library materials, to personnel, in such areas as recruitment, certification, education, effective utilization of the various levels of library employees; service to adults, youth and children, 4) a program to strengthen reference and information services in libraries throughout the State, 5) advisory services relating to academic, research, and special libraries and to work with the State Department of Education and other appropriate educational agencies, the special libraries within the State and their parent organizations, the local chapter of the Special Libraries Association, to coordinate services and resources of these libraries as they are drawn into the proposed Library Systems and compensated for their participation, 6) program of in-service training for trustees, librarians and other staff members of libraries throughout the State in conjunction with the Library School of Louisiana State University and those institutions offering undergraduate library science courses, 7) advisory services in such specialities as management and computer operations, and 8) liaison activities with other state-supported information oriented agencies such as the State Technical Services Act to include the information needs of business and industry. The staff of the division also should review, study and make recommendations for revisions in library legislation as necessary.

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[1] *Louisiana Revised Statutes* 25:5 (1950).

a. Research Office

As a component of the recommended library development division, a research office should be established to conduct studies, both academic and practical, in library problems. The office should work closely with the teachers of library science in the State, particularly the faculty of Louisiana State University Library School. This relationship would involve the faculties in practical librarianship and introduce students in a realistic way to the variety, multiplicity and complexity of library operations. Also it is essential in such a joint research effort to develop a variety of training programs for continuing professional education for the staffs of all types of libraries.

Studies could be made in such areas as library management, effective use of personnel, computer operation, systems or operations analysis, metropolitan and rural problems and of the involvement of business, commerce and industry with library information services.

> IT IS THEREFORE RECOMMENDED THAT THERE BE ESTABLISHED A RESEARCH OFFICE IN THE STATE LIBRARY'S PROPOSED LIBRARY DEVELOPMENT DIVISION.

C. Computers and Automation

"Information is the greatest resource of State Government! . . . and we are not using this resource now." This statement appears on the flyleaf of a brochure prepared by the Division of Administration, State of Louisiana, released in December, 1965.[2] This document outlines the variety of uses that can be made of automated retrieval systems in administering as large a political entity as the State of Louisiana. The kinds of information which would have value for state officials include assessors' records, civil service and employment files, public safety and police records, motor vehicle and public health statistics, among others.

The State Library itself is concerned with the advantages of computers and automated procedures involving and linking all the libraries of the State. Such a plan could be compatible with any regional or national computer operation designed for the mechanized organization and cataloging of materials for the eventual retrieval of information. This computer operation might be initiated by the formation of a committee of librarians, technical information and computer experts, and government officials to explore the possibilities of applying machines and computers to library methods and operations. This committee should maintain liaison with the recommended Advisory Committee to the Board of Commissioners. A logical beginning is the investigation of a center for acquisitions and cataloging, presently under consideration. The proposed center could be linked to the offices of major publishers and jobbers, to the System libraries, to other libraries throughout the State and to the proposed center for the national network.

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[2] State of Louisiana. Division of Administration. *The State of Louisiana Information Center*, 1965.

In the preparation of a central data bank where all kinds of information could be assembled, key punched for machine readability, the State Library should utilize existing union lists such as the one devoted to Louisiana imprints and historical materials instigated by a committee of the Louisiana Library Association and maintained by the State Library. With the increased volume of publication and the rapid growth of library collections, cooperative ventures have produced many specialized indices and bibliographies which lend themselves to machine application, thus providing a means of locating lesser used but important scholarly works.

One example of this kind of cooperative program which is devoted to Louisiana materials deserves special mention within this context. A Committee of the Louisiana Library Association recommended in 1954 sponsorship of a union catalog of Louisiana materials in the libraries of the State. It was the thought of the sponsors that rare or seldom used books could be made readily available, as well as avoiding unnecessary duplication of such materials throughout the State. The publication of a union list also could expedite inter-library loan of these materials. Miss Norma Durand of the University of Southwestern Louisiana Library was appointed Chairman of the Union Catalog Committee of the Louisiana Library Association. The members of the Committee circularized librarians of the State to determine and to enlist support for the project which in 1958 produced an appropriation of $26,000 from the State Legislature to be administered by the State Library. The State Library, following completion of the initial work, was to be responsible for the continuation of the project on cards housed in the State Library. In 1959 a book catalog of Louisiana materials was issued and in 1963 a supplement was issued covering the period 1959 to 1962. A subject index to the supplement has also been prepared and distributed. Cards representing Louisiana material continue to be sent to the State Library by contributing libraries at the rate of about 6,000 per year.

> **IT IS RECOMMENDED THAT THIS PROJECT BE CONTINUED BY ADEQUATE FUNDING IN ORDER TO PROTECT THE ORIGINAL INVESTMENT IN THIS PROJECT. IT IS ALSO RECOMMENDED THAT THE STATE LIBRARY ASSUME RESPONSIBILITY FOR THE MAINTENANCE OF THIS BIBLIOGRAPHIC PROJECT ON A CURRENT BASIS.**

In addition to the purely bibliographic advantage of computerizing this project involving a useful state-wide service, there are other reasons for recommending funding for the project. It is likely that the value of this publication to interlibrary loan will increase with the improved communications network among libraries being recommended in this report. As the catalog becomes more comprehensive in its coverage and becomes better known, its bibliographic and subject value also increases.

This kind of venture is included in this section pertaining to computerized library operations because it lends itself to machine application not only in its development on cards but also in book publication form as the project becomes more extensive. Retrieval of information from such a bibliographic source can be provided in a variety of ways: author, title, place of publication, location, to name a few.

This specific example should be considered as only one aspect of mechanized library procedures. The automation program should include union lists by subject in order to locate and secure existing research material within the State. TWX, telefacsimile or long distance xerography should be considered a part of the network equipment for communications.

> IT IS RECOMMENDED THAT THE COST OF INSTALLATION OF COMPUTERS, LONG DISTANCE XEROGRAPHY, TELEFACSIMILE, AND THEIR MAINTENANCE BE BORNE BY THE STATE IN THE ESTABLISHMENT OF A COMMUNICATIONS NETWORK LINKING ALL TYPES OF LIBRARIES.

It becomes clear that the State Library's role in the library development program recommended for Louisiana will be that of specialist. With the implementation of the system concept of library service whereby some of the services presently provided by the State Library are decentralized among the proposed seven Systems, it can assume such specialized responsibilities as assisting system and library personnel in 1) the management area, 2) helping devise ways and means of establishing improved service to business, commerce and industry, 3) the effective coordination of the services and resources of all types of libraries and, 4) coordinating the programs of the seven Library Systems. In addition, the collection of films at the State Library should constitute a single resource until demand for this kind of material warrants collection development by the seven Systems. Thus the State Library continues its role of leadership but on a more specialized base of operations. In addition to the services becoming more specialized, the same principle will apply to collections in that a more scholarly and research type collection will be acquired to serve specialized needs of users.

D. Other Library and Information Functions of the State

This study does not include the library and information services of all departments of state government. Although these libraries are not mentioned, it should be borne in the mind that with the development of the need for specialized resources, these special libraries should form a part of the System network. The functions and services of the School Library Section, a unit of the State Department of Education, are treated later in the chapter.

Other library and information functions and services provided by the State are described below.

1. LEGISLATIVE REFERENCE SERVICE

It is a recognized function of states to provide books, information and reference service to members of the legislature, other officers of state government, and their staffs. The collection of materials which support this service includes monographs, pamphlets, newspapers, microforms, periodicals, special files and clippings, federal, state, regional, local and foreign documents, special indices and bibliographies. If the service is to be effective, materials must be well organized for immediate access and the staff must be trained to prepare information to be submitted either in writing or verbally. In many instances, information and materials will be supplied in advance of requests. This is an information service sufficiently specialized to lend itself to computerization for rapid information retrieval. The compilation of laws, bills, hearings and other reports could be subject indexed as well as identified by number, legislative session, name of committee, committee personnel and such other means of access as might be devised for the convenience of its users.

The consultants visited the offices occupied by the Louisiana Legislative Council in the State Capitol. The materials housed in the Council offices conform to the patern described above, and the services provided meet the demands placed upon the Council. For these reasons, and the fact that the State Library resources provide in depth service to the State government, there is no reason to alter the organization or the services at this time. It may well be in the future, however, with the rapid development of computer-based operations and applications to library, information and communications functions, that on-line contacts might be maintained by the Council with departments of State government including the State Library and The Law Library of Louisiana State University, with state legislative reference services in states with comparable problems and with the Legislative Reference Service of the Library of Congress, in order to take advantage of reference information already available or being developed.

2. PUBLIC DOCUMENTS

A well organized distribution service of Louisiana State documents is located in the office of the Secretary of State. The office of the Recorder of Documents, whose responsibility it is to assemble, record, and distribute these public documents to depository libraries throughout the State, was conceived by the Louisiana Library Association. A committee of the Association drew up the legislation and followed it through successful passage, resulting in Act 493 of the Louisiana Laws of 1948. This is an efficient and effective operation whereby Louisiana documents are made available to libraries; the service itself is not a function of the State Library. The Secretary of State has cooperated in insuring the success of this program. In view of these facts, it is suggested that the service be maintained as it is now organized but considerably expanded, and that liaison continue with the Louisiana State Library, which is by law a depository "for the printed or mimeographed public records issued by any government agency for public distribution."[3]

> IT IS RECOMMENDED THAT THE DOCUMENTS PROGRAM BE EXPANDED, THAT THE LAW LIBRARIANS, AND OTHER LIBRARIANS IN SPECIAL FIELDS, PROFESSIONAL LIBRARY ASSOCIATIONS, THE STATE LIBRARY, LOUISIANA LEGISLATIVE COUNCIL, RECORDER OF DOCUMENTS, STATE ARCHIVES AND RECORDS COMMISSION, COUNCIL OF ACADEMIC LIBRARIANS AND OTHERS INTERESTED IN WIDER USE OF VALUABLE INFORMATION CONTAINED IN FEDERAL, STATE, REGIONAL, LOCAL AND FOREIGN DOCUMENTS STUDY THE FOLLOWING:
>
> 1. LOCATION AND FUNCTIONS OF THE PRESENT DEPOSITORY LIBRARIES IN LOUISIANA, PARTICULARLY IN RELATION TO THE SEVEN RESOURCE CENTERS TO SUPPORT THE LIBRARY SYSTEMS.
> 2. BIBLIOGRAPHICAL CONTROL: LOCATION OF SOURCES; ACQUISITION; EXCHANGE AGREEMENTS AMONG ALL LEVELS OF GOVERNMENT, WITHIN AND OUTSIDE THE STATE; PREPARATION OF LISTS; CENTRALIZED CATALOGING AND UNION LISTS; ADOPTION OF AUTOMATED PROCEDURES; USE OF MICROFORM.

3. Law Libraries

In the Chapter, *Louisiana State Library and Other Library and Information Functions of the State,* descriptive information about the law libraries in Louisiana is included. Referring to this information, the following suggestions are made.

Law comprises one of the specialized subject fields which should become an important resource in the development of a comprehensive state-wide network, proposed in this report, to make legal materials more readily available. The law librarians stand ready to cooperate with the Board of Commissioners and the staff of the State Library, the Council of Academic Librarians, other members of the professional library groups, and others who recognize the value and need of marshalling subject collections throughout the State for the benefit of all citizens. It would be necessary to make contract agreements between the State Library and the law libraries as well as the Louisiana Legislative Council, involving compensation for services rendered by these libraries or any other group of special libraries.

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[3] *Louisiana Revised Statutes* 25:121 (1950).

4. STATE ARCHIVES

A State Archives and Records Commission as well as an Archives and Records Service were created in 1956 to provide centralized control and service in the fields of archival and records management, including storage, preservation, reproduction, microfilming and disposal of records, manuscripts, and other historically valuable materials. The agency operates a record center for the storage of non-current records where they are properly cataloged and made easily accessible to the parent agency, and a microfilming service. The Service stores and/or microfilms archives and records for more than fifty state agencies and subdivisions. The Service needs a new fireproof building with temperature and humidity control and the necessary equipment for the safekeeping of the State's archives. Also needed are additional professionally qualified personnel for quick and proper handling of materials in its custody.

> IT IS RECOMMENDED THAT THE PRESENT HARMONIOUS WORKING RELATIONSHIPS CONTINUE TO BE MAINTAINED BETWEEN THE STATE LIBRARY AND THE ARCHIVES AND RECORDS SERVICE.

5. THE STATE TECHNICAL SERVICES ACT

The State Technical Services Act was passed in 1965, the purpose of which is found in the following excerpt: "Congress finds that wider diffusion and more effective application of science and technology in business, commerce, and industry are essential to the growth of the economy, to higher levels of employment, and to the competitive position of United States products in world markets. The Congress also finds that the benefits of federally financed research, as well as other research, must be placed more effectively in the hands of American business, commerce, and industrial establishments. The Congress further finds that the several States through cooperation with universities, communities, and industries can contribute significantly to these purposes by providing technical services designed to encourage a more effective application of science and technology to both new and established business, commerce, and industrial establishments."[4]

The services to be provided as defined in the Act include:

> "Preparing and disseminating technical reports, abstracts, computer tapes, microfilm, reviews and similar scientific or engineering information, including the establishment of State or interstate technical information centers for this purpose;"
>
> "Providing a reference service to identify sources of engineering and other scientific expertise; and"
>
> "Sponsoring industrial workshops, seminars, training programs, extension courses, demonstrations and field visits designed to encourage the more effective application of scientific and engineering information."[5]

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[4] *U. S. Code Annotated, 1967 Supplement,* Chapter 37, s. 1351.

[5] IBID, s. 1352.

There are important reasons for library programs becoming involved with the implementation of this Act not the least of which is the fact that information services of libraries should become known to business, industry and science. Through an association between libraries and industry, the information aspect of the State Technical Services program can be provided. Louisiana has an opportunity to develop this affinity, provided the recommendations made in this report involving systems of libraries, computer applications and cooperation among all types of libraries, especially the academic and special libraries, are adopted and implemented.

IV. Systems of Libraries

The major recommendation in this report involves the establishment of systems of libraries. For this reason it is considered appropriate for purposes of clarity to develop this recommendation in the following sequence: 1) the philosophy or concept of systems of libraries, 2)the components or essential elements of a system, 3) a description of a typical system recommended for Louisiana, 4) the specific designation of parish, public and academic libraries within each of the seven Systems, 5) the government and organization of the seven Systems, and 6) finances and support.

For the purposes of this report, the following definitions are used:

Library System	a group of libraries within a defined geographic area working together for the improvement of library service for all residents of the area.
Library Center	an administrative unit, principally office space, to house the staff required to administer the system and to accommodate the services performed. A library center is sometimes referred to as a headquarters library for the system operation.
Resource Center	a collection of resources in considerable depth representing all fields of knowledge including books, pamphlets, documents, newspapers, periodicals, maps, music, audiovisual materials and microforms, indicative of the interests and needs of children, youth and adults; located strategically to permit ready access by as large a number of libraries and residents as possible. a member, or members, of the system staff would be assigned to a resource center to receive and process requests for materials on inter-loan and for information.
Parish Central Library	the principal public library for the parish. There may be another location to house the administrative function of the parish library, although in most instances administrative and service functions are located in one building.

A. Philosophy

The system concept of library service has grown rapidly during the past twenty to thirty years. Before the establishment of library systems, few libraries except those with endowment funds or substantial public support could afford to provide quality service, comprehensive collections of materials and assistance to the user. With the establishment of library systems, most of which are supported by funds from the states and, in recent years, from the federal government, library service has been noticeably improved.

In almost every instance where states support library systems, organizational patterns have been devised through incorporation, chartering or some other method which permits the system to operate with a governing board, hire an administrator, receive and disburse funds, and designate a library or libraries to serve as a resource center. Broad responsibilities are placed in these boards so that a program of service can be established to meet the immediate needs of its constituents. The system maintains close working relationships with its state library. There are several immediate advantages, noted below, to a library system, since it is primarily an agency which stimulates and guides local libraries to improve themselves, as well as immediately opening up a variety of services and resources for them through established channels.

1. The resources of the area served by a system are more readily available on a shared basis through a library network. A more formally organized and expanded interlibrary loan service is an immediate gain since small libraries cannot afford to assemble a large collection of materials, provide the space to house and service them, and employ a staff qualified to interpret these materials. A library system includes a resource center comprising one or more strong collections of materials. A resource center could be a parish central library, a college, university, academic or special library, or a combination of these libraries. These designated libraries receive special support and form the nucleus of a reference collection to be built up to at least 100,000 adult nonfiction titles over a specified number of years. The resource center provides direct service to the residents of the immediate vicinity, as well as serving all the libraries in its system on an interloan basis. Some resource centers receive requests directly by mail and its reference staff supplies information requested by staffs of member libraries. The resource center staff also answers requests by telephone or mail from any library or individual in the service area. If the resource center is unable to answer questions, or if the requested material is not available, the request for information or for materials is forwarded to the state library.

2. Until a statewide cataloging center is operative, a system could establish one to acquire, catalog and process books and all library materials at one location, thus saving costs of highly trained people performing tasks widely duplicated throughout the system. A centralized technical services operation leads naturally to further cooperative measures, such as a division of responsibility for the acquisition of specialized materials in subject fields, and for example, of documents, foreign language books, learned society publications and other lesser-used journals and

serials, expensive audio-visual materials, and other books and materials useful in scholarly pursuits but not in everyday demand. When a group of libraries agrees to participate in a system, a single borrower's card and reciprocal privileges could be established in the interest of service to the citizens, as well as in the interest of economy and efficiency. The cataloging and processing operations being jointly supported by several libraries leads to the production of union catalogs, a bibliographic device for location of materials owned by libraries sponsoring the preparation of these union lists. The next logical step to speed access to materials is through such communication equipment as TWX, whereby inquiry can be made, and answers returned within minutes, about location and availability of desired materials in cooperating libraries. In most instances, a central location, usually the state library, serves as the nerve center of the communications and information network. It receives and dispatches requests for bibliographic information, location of material, and materials themselves.

3. A centralized ordering, cataloging and processing operation does not deprive local librarians of selecting their own materials, but it does permit time spent by local libary personnel on technical operations to be directed to service to the public. One of the important advantages provided by a library system is the opportunity afforded local library personnel to discuss selection of materials and their effective use with qualified personnel at the system level.

4. Advice on a variety of services is available from the specialized staff of a library system on such matters as work with children, youth and adults, reference work, audio-visual programs, public relations, bookmobile service and maintenance of book collections.

While public libraries have led the way in the development of systems or networks of libraries, increasing interest on the part of responsible librarians is being expressed for the development of systems of libraries whereby all types are drawn into a coordinated, planned program of cooperation. As programs have developed and as demand and interest in books and information services of greater depth have been generated, college, university, research and special libraries have been invited to participate in systems, usually on a contract basis, with the state library. The general collections of academic libraries usually support resource centers of regional library systems while specialized collections support demands for such materials on a statewide basis by contract directly with a state library.

College and university libraries recognize the advantages of cooperative systems of service. The establishment of the Ohio College Library Center to perform bibliographic services and to share specialized resources is recognition of the fact that colleges and universities face the same problems as public libraries and special libraries in providing all the services and resources an active academic community needs. In Louisiana there exists an unusual opportunity to establish coordination among the libraries within the structure of Louisiana State University and its several branches deployed throughout the State. In addition, the private college and university libraries should be encouraged to cooperate much more actively. As the system libraries develop, there will be many opportunities for the college and university libraries to serve as additional resources for the reader whose demands may be more extensive than can be met by the resources of the parish and public libraries in the systems.

The consultants recognize the fact that school libraries, like the college and university libraries, are part of a larger administrative structure and do not function as independent units of service. They exist to serve the educational unit of which they are a part. Nevertheless, there is a specific trend within school library programs to develop media centers or comprehensive collections of books and nonprint materials in support of curricula within the school building as well as within school systems. When this goal is reached, meaningful cooperation between media centers of school systems and Resource Centers of the proposed Library Systems can become a reality.

B. The Components of a Library System

One of the most important elements, if not the most important element, within a system of libraries is a strong resource center. It is essential that a library system have resources in the form of printed materials, as well as non-book materials such as educational and documentary films, recordings of music, language, drama and speech, and other communications media representing the interests of all the people it serves. The theory underlying the establishment or designation of a resource center to serve a library system is that every person who lives within the service area is entitled to access to a comprehensive collection of both general and specialized materials covering topics of importance and of current interest.

The recommended plan for library systems in Louisiana envisions three levels of collections serving the library user. One additional level of service or collection is being recommended, that represented by the System Resource Center serving as a bridge between the resources of a parish library and those of the State Library. Thus there will be three levels in size and depth of collection, each to serve a defined purpose.

Materials in parish libraries representing the first level, should be current, authoritative and indicative of the interests and needs of the community served. Recreational materials, popular non-fiction and a reasonably broad collection, including reference books, for serious readers are the requirements for this level of resource.

The Resource Center supporting the system provides services and resources, including reference materials, in depth and beyond the scope of the parish library. The collection is sufficiently comprehensive in both book and non-book materials to meet the needs of students, children, youth and adults, including those with requirements for specific titles or subjects, and to provide a resource for the system member libraries. Subjects of local significance and foreign language materials would also be included.

The third level of service comprising the collections of the State Library, provides all types of communication media for the advanced student or serious reader. It would serve all of the libraries and their users through the seven System Library Resource Centers and would constitute the final search before drawing upon the Library of Louisiana State University or requesting materials from libraries outside the State. The collection at the State Library should be developed as a research library. Implementation of these proposals would then provide the State Library the opportunity "to coordinate and integrate the library service so as to afford the schools, colleges and universities the best free library service possible by means of inter-loan arrangements, book exchanges and the like."[6]

The Library Center in each of the seven systems does not supplant the responsibilities of the parish or any other library. The Resource Centers are intended to strengthen and upgrade the services and collections of all member libraries of the Systems.

The previous recommendations involving the request that existing relatively strong libraries serve as the Resource Center for a system should not be misconstrued. The system is expected to provide over a period of time a larger and stronger collection based on the existing collection in its Resource Center but with sufficient duplication to meet not only the reasonable needs of the member libraries but also the needs of its own clientele. All of the materials herein described as a Resource Center to support the Library System need not be in a single location. Other than the Southeast Library System it is expected that several years' time will be required to acquire the minimum collection of 100,000 currently useful non-fiction titles.

1. RESOURCE CENTER

IT IS RECOMMENDED THAT:

a. EACH LIBRARY SYSTEM DEVELOP A RESOURCE CENTER TO CONTAIN A MINIMUM OF 100,000 ADULT NON-FICTION TITLES. IN ADDITION TO THE NUMBER OF RECOMMENDED TITLES, THERE SHOULD BE SUFFICIENT DUPLICATION TO MEET THE NEEDS OF MEMBER LIBRARIES AND THEIR USERS.

b. EACH LIBRARY SYSTEM RESOURCE CENTER COMPRISE A COLLECTION OF AT LEAST 2-4 VOLUMES PER CAPITA, AND AT LEAST 2 VOLUMES PER CAPITA IN AREAS SERVING A POPULATION OF 1,000,000 OR MORE.

c. THE TOTAL COLLECTION CONTAIN BOTH CURRENT AND RETROSPECTIVE FICTION TITLES.

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[6] *Louisiana Revised Statutes* 25:8 (1950).

d. COLLECTIONS BE MAINTAINED BY ANNUAL ADDITIONS OR REPLACEMENTS IN QUANTITIES SUFFICIENT TO OBVIATE OBSOLESCENCE AND WEAR.

e. APPROXIMATELY ONE-THIRD OF THE ANNUAL ADDITIONS BE CHILDREN'S BOOKS, 5% OF THE ADDITIONS BE DIRECTED TO THE GENERAL READING INTERESTS OF YOUNG ADULTS.

f. THE RESOURCE CENTER INCLUDE PERIODICALS, PAMPHLETS, DOCUMENTS AND AUDIO-VISUAL MATERIALS, AS RECOMMENDED IN PARAGRAPH 39, PAGES 41 TO 45 OF THE RECENT PUBLICATION OF THE AMERICAN LIBRARY ASSOCIATION ENTITLED *MINIMUM STANDARDS FOR PUBLIC LIBRARY SYSTEMS, 1966.* THE FILM LIBRARY MAINTAINED BY THE STATE LIBRARY SHOULD CONTINUE TO BE A SINGLE RESOURCE FOR THIS TYPE OF MATERIAL WITHIN THE STATE UNTIL SUFFICIENT DEMAND IS CREATED FOR SUCH MATERIAL IN THE SEVEN RESOURCE CENTERS AND UNTIL SERVICE RELATIONSHIPS CAN BE DEVELOPED WITH THE STATE DEPARTMENT OF EDUCATION FILM LIBRARIES MAINTAINED IN MOST INSTANCES BY THE STATE COLLEGES.

g. EACH SYSTEM INCLUDE THE COLLEGE AND UNIVERSITY LIBRARIES WITHIN THE AREA DEFINED WHOSE COLLECTIONS WOULD SUPPORT THE INTERLIBRARY LOAN SERVICES OF THE RESOURCE CENTER. THE SUPPORTING ROLE OF THE ACADEMIC LIBRARIES WILL ADD SUBJECT STRENGTH TO THE RESOURCE CENTERS.

h. AS THE SYSTEM LIBRARIES AND THEIR RESOURCE CENTERS DEVELOP, WITH MORE SOPHISTICATED COLLECTIONS AND SERVICES, THE FOLLOWING SUGGESTIONS OR POSSIBILITIES BE EXPLORED:

   1) Pending the improvement of individual school libraries and of central libraries in school systems, the System Resource Center could provide books and non-book materials in sufficient quantity to meet curricular demands as well as the independent study and research now being required of students at both the elementary and secondary school levels. This suggestion is not intended to imply that the individual school libraries are relieved of the necessity of meeting the standards as outlined in the recommendations pertaining to school libraries.

2) As all the libraries of the System become stronger, concepts broaden and services become more sophisticated, it will become increasingly apparent that there are opportunities for Library Systems to work more closely with such educational agencies as State Department of Education film libraries or parish school materials centers, the colleges which offer undergraduate library education, community colleges and regional cooperative organizations maintained by the State, a group of school boards, a single school board or an innovative educational agency established under Title III of the Elementary and Secondary Education Act. The consultants visited several of these innovative service units, one of which is located in Jennings, a Jefferson Davis parish-wide media center providing a variety of services to schools. System libraries as well as regional educational centers are necessitated by the fact that many local governmental units do not have the financial base requisite to support all of the necessary services on a qualitative level. It is also essential that unnecessary duplicative programs of education be avoided where possible. Shortages of qualified personnel also dictate that cooperative measures be undertaken by the educational and cultural organizations within large geographic regions.

2. PERSONNEL

IT IS RECOMMENDED THAT PERSONNEL REQUIREMENTS FOR THE SYSTEMS BE BASED ON PRINCIPLES SET FORTH IN PARAGRAPHS 56 AND 57 ON PAGES 54 AND 55 OF THE AMERICAN LIBRARY ASSOCIATION PUBLICATION ENTITLED *MINIMUM STANDARDS FOR PUBLIC LIBRARY SYSTEMS, 1966.*

IT IS RECOMMENDED, THEREFORE, THAT A GRADUATE LIBRARIAN DIRECT EACH OF THE FOLLOWING ACTIVITIES:

a. ADMINISTRATION.

b. ORGANIZATION AND CONTROL OF MATERIALS.

c. SERVICE PROGRAMS WITH PARTICIPATING LIBRARIES INCLUDING PARISH, SCHOOL, ACADEMIC, SPECIAL, STATE LIBRARY, AND PERSONNEL IN LIBRARY EDUCATION PROGRAMS.

The staff of the Library Center, which would provide comprehensive services, has a major responsibility for coordinating the services and resources of school, academic, and special libraries with those of the parish libraries and the State Library. The Library Center staff maintains liaison with the staff of the State Library, the State Supervisor of School Libraries, parish school library coordinators, heads of undergraduate library science departments in colleges and universities and other appropriate educational organizations.

The supervisory positions for the broad areas of responsibility noted above should be sufficiently challenging and interesting to attract qualified graduate librarians. In addition to the areas of responsibility cited above, it is recommended that supportive staff be provided, many of whom could be college graduates with library science training or who have studied political science, business administration, sociology, journalism or public relations.

Personnel in the Library Centers who serve in the various specialized capacities such as service to children, to youth and to adults would be available to go to libraries to advise in improving book collections and services, as well as to receive the parish library personnel who wish to visit the Library Center for consultation purposes. Assistance in evaluations of collections would be another service available as well as in the effective use of bibliographic tools.

It is expected that there will be variations in staffing patterns among the seven Library Systems depending upon such factors as 1) existing organization and staffing of parish central libraries, 2) present resources of books and non-print materials, 3) status of existing building facilities and, 4) funding and financial support within each parish of the defined system.

It is important to specify again that the position of administrator of each of the seven Library Systems be a full-time responsibility since the role as coordinator involves consultation with political bodies, educators, trustees, state library personnel as well as the librarians in the area served. The administrator would be responsible to the System board of trustees.

3. Facilities and Services

In each of the seven Systems there should be a building to house the Library Center located in the city designated. As previously recommended it would be desirable if one building housed both the Library Center and the Resource Center. The building for each Library Center should be either new or an enlarged central library in an existing parish system. The Library Center should provide:

a. Office and work space for the personnel enumerated above.

b. Space in which to process books and other library materials for member libraries.

c. A communications area to house the machinery with which to send and receive information. This equipment should include direct telephone connections to system members, TWX linking other centers and the State Library, and telefacsimile, long distance xerography or some other means of transmitting printed information by wire or cable.

d. Conference rooms for staff meetings, book selection activities, film previews and trustee meetings.

e. Facilities for delivery service among the libraries within the System.

The Resource Center would house, together with the Library Center if both are in one building, the interlibrary loan services, including copying machines. In addition, the Resource Center should include sufficient stack space for the materials listed in B-1 above, and make provision for storage space for lesser-used materials owned by member libraries.

In the development of library systems, operation of bookmobile service from the Library Centers warrants consideration. A larger service area may have some advantages in planning schedules as well as effecting economies in providing the service, the purchase of vehicles, and standardizing specifications.

C. Typical System

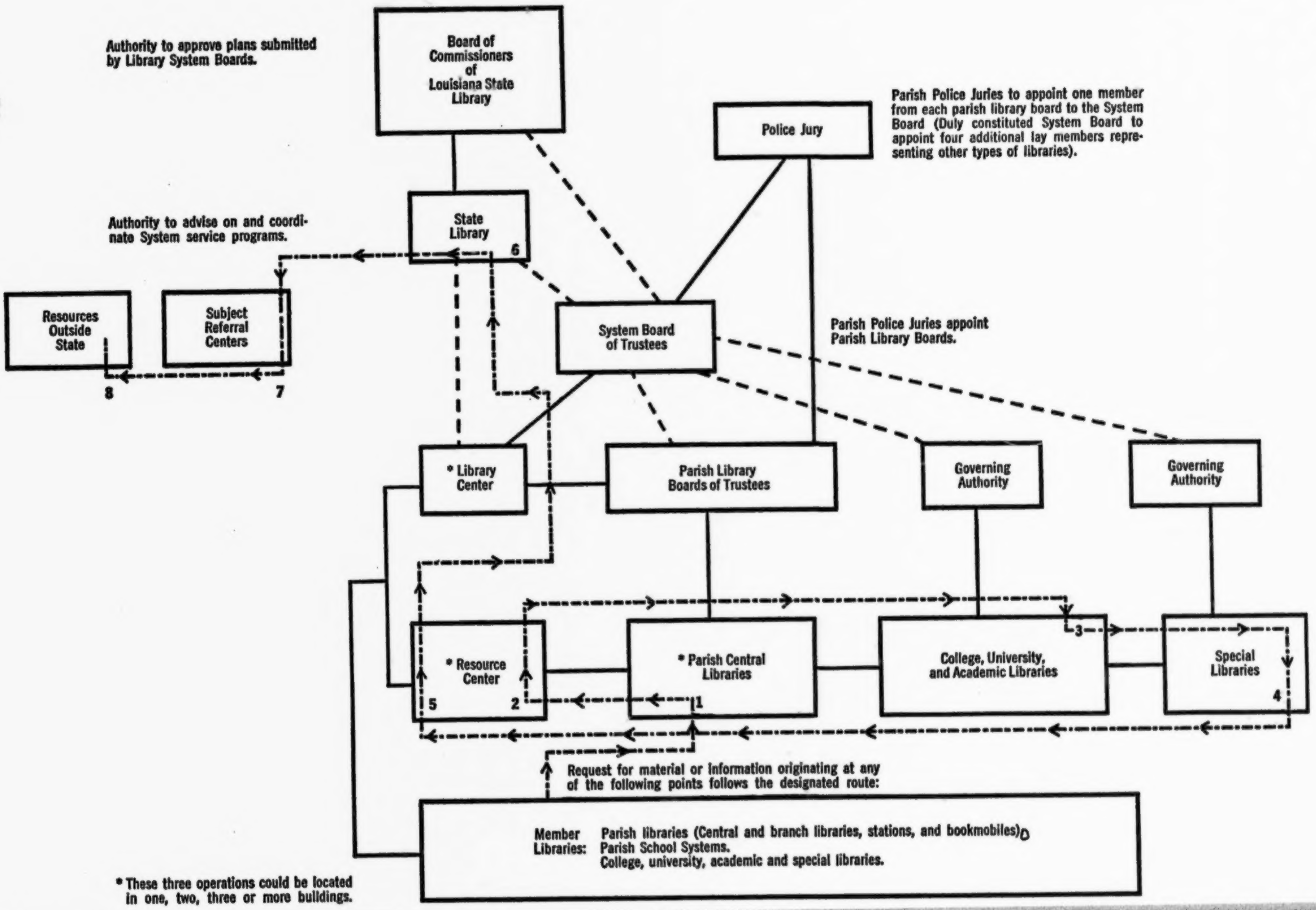
In instances where the central library of the parish is strategically located and has the potential space, resources and staff, the Library Center and the Resource Center might well be built as an addition to the parish central library. This possibility is desirable in the interest of economy and efficiency since the services, resources and personnel of the Library Center could be coordinated advantageously with those of the parish central library. For example, if the Ouachita Parish Public Library were to be the site of a library center to serve a system, there could be established, then, a coordinated service and operating relationship. The personnel both in the Library Center and the Resource Center for the System would work in cooperation with the staff of the parish library instead of duplicating completely its facilities, services and resources.

Page 76 is an organization chart for the recommended Library Systems. This chart is an attempt to explain graphically the relationships which would exist among the libraries in a system and within the State.

To continue with a discussion of the Ouachita Parish Public Library as an example, the following suggested principles and practices may be helpful in explaining the functions of a typical system:

1. The Ouachita Parish Public Library Board retains its identity and autonomy.
2. A member of this Board is a member of the Northeast Library System Board.
3. The Police Juries continue to be the appointing authority for membership on both Parish and System Boards.
4. Proposed System Board is recommended for wider authority with lay representation from college, university, academic, school and special libraries.
5. The Ouachita Parish Public Library Board makes an independent decision with respect to membership in Northeast Library System, as does each of the other libraries within this geographic area.

PROPOSED ORGANIZATION CHART FOR LIBRARY SYSTEMS


Board of Commissioners of Louisiana State Library
State Library
6
Police Jury
System Board of Trustees
Subject Referral Centers
7
Resources Outside State
8
* Library Center
Parish Library Boards of Trustees
Governing Authority
Governing Authority
* Resource Center
5
2
* Parish Central Libraries
1
College, University, and Academic Libraries
3
Special Libraries
4
Member Libraries: Parish libraries (Central and branch libraries, stations, and bookmobiles)
Parish School Systems.
College, university, academic and special libraries.

Authority to approve plans submitted by Library System Boards.

Authority to advise on and coordinate System service programs.

Parish Police Juries to appoint one member from each parish library board to the System Board (Duly constituted System Board to appoint four additional lay members representing other types of libraries).

Parish Police Juries appoint Parish Library Boards.

Request for material or information originating at any of the following points follows the designated route:

* These three operations could be located in one, two, three or more buildings.

6. Assuming the Ouachita Parish Public Library Board votes to join the System, the Library will have direct liaison with the System through its Board member serving on the System Board, and this representative will have a voice in the appointment of the System Administrator, as will other member libraries.

7. The System Administrator will be responsible for devising a plan of library service, with the assistance of librarians of member libraries, and to be approved by the System Board.

8. The Administrator will secure a staff comprising a certified graduate librarian for liaison with librarians of parish and public libraries, coordinators of school library service in parish school systems or multi-parish school systems, with administrators of college, university, academic and special libraries, and college teachers of library science.

9. Assuming that the System Library Center staff, the System Resource Center, and the Central Library of the Ouachita Parish Public Library are to be housed in a single building, the System Administrator will have responsibility only for the coordination of the Library Center and the Resource Center, not for the parish library program. The Parish Librarian retains his responsibilities for parish library service, but cooperates in developing a coordinated program involving all libraries in the System. This same situation obtains with respect to all other administrative librarians in the System.

10. The librarians and libraries have easier access to stronger collections of materials and to experts in library service.

11. A strong collection of materials is a major requisite for the Library System. The compilation of a union list of holdings of non-fiction within the System can be accomplished by a single Processing Center for the System, since catalog cards will form the nucleus of such a union list. Retrospective holdings will necessarily be compiled by soliciting the information from member libraries. College, university, academic, and special libraries whose collections help support the Resource Center for the System should be reimbursed from System funds on a transaction basis. It is clearly understood that the collections of these institutions are expected to serve first the curricular and research requirements of the institutions which their libraries support.

12. Reference service can be greatly improved throughout the System by employing a reference librarian at the library or libraries with the strongest collections, and by providing telephone or some other form of direct communication among all principal libraries.

13. Superimposed upon the chart showing the proposed organization of Library Systems is the sequence of steps to be taken on behalf of the borrower in securing

materials or information he has requested. The steps in the search would be as follows:

- a. From a bookmobile, station, or branch library to parish central library.
- b. Resource Center of the System.
- c. College, university or academic library.
- d. Special library.
- e. Return to Resource Center for transmittal to the State Library.
- f. State Library.
- g. Subject Referral Centers.
- h. Resources outside the State.

D. Designation of Library Systems

It is propitious that public library service in Louisiana has been developed on a parish and regional basis, providing a logical step in sequential implementation of the principal recommendation which follows. It is equally propitious that the Legislature had the foresight to enact the Intergovernmental Functions Law, also known as the Local Services Law (R.S. 33:1321-1332). The law provides that any two or more parishes, any two or more municipalities, or any one or more parishes and one or more municipalities, may engage jointly in the exercise of any power, the making of any improvement, or the promotion and maintenance of any undertaking which each of the participating authorities may exercise or undertake individually under any provision of general or special law. The law provides that "this Part ("The Local Services Law") shall be construed liberally, to the end that, through the use of the arrangements provided herein, greater economy and efficiency in the operation of local services may be encouraged, and the benefits of such services may be extended."[7] Recreational and educational facilities including libraries are among the activities which may be included under this law.

> IT IS RECOMMENDED THAT THE STATE LIBRARY ADOPT AS ONE OF ITS PRINCIPAL FUNCTIONS UNDER THE PROPOSED DIVISION OF LIBRARY DEVELOPMENT THE COORDINATION OF SEVEN LIBRARY SYSTEMS, EACH COMPRISED OF THE PARISHES AND LIBRARIES LISTED BELOW, AND ACCORDING TO THE LOCATIONS GRAPHICALLY PRESENTED ON THE MAP FOLLOWING THIS PAGE.

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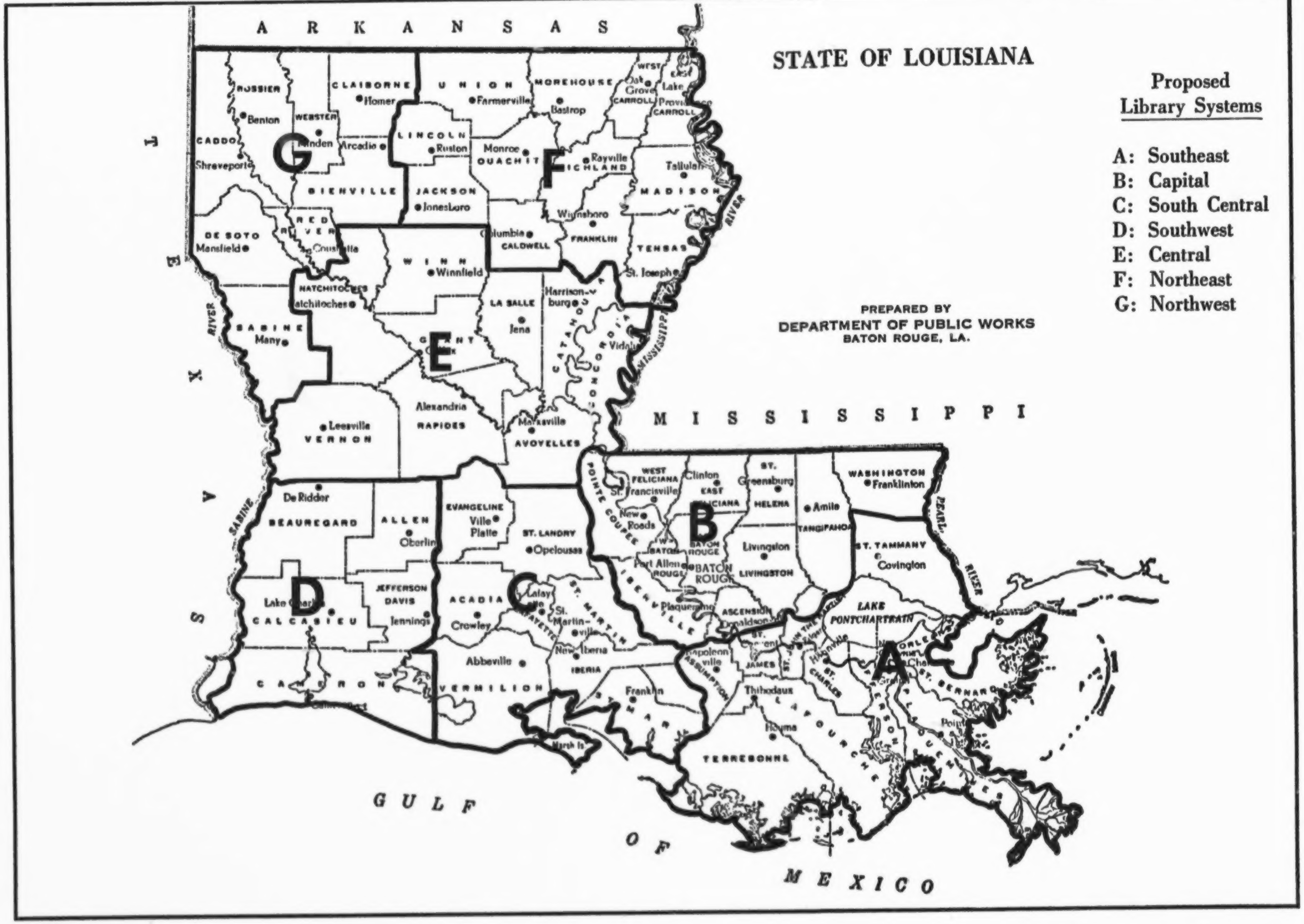
[7] *Louisiana Revised Statutes* 33:1321 et seq. (1950) as amended.


STATE OF LOUISIANA

PREPARED BY
DEPARTMENT OF PUBLIC WORKS
BATON ROUGE, LA.

Proposed
Library Systems
A: Southeast
B: Capital
C: South Central
D: Southwest
E: Central
F: Northeast
G: Northwest
ARKANSAS
MISSISSIPPI
TEXAS
GULF OF MEXICO
SABINE RIVER
PEARL RIVER
MISSISSIPPI RIVER
A
B
C
D
E
F
G
BOSSIER
Benton
CADDO
Shreveport
WEBSTER
Minden
CLAIBORNE
Homer
Arcadia
BIENVILLE
UNION
Farmerville
LINCOLN
Ruston
JACKSON
Jonesboro
MOREHOUSE
Bastrop
Monroe
OUACHITA
RICHLAND
Rayville
WEST CARROLL
Oak Grove
EAST CARROLL
Lake Providence
MADISON
Tallulah
Winnsboro
FRANKLIN
Columbia
CALDWELL
TENSAS
St. Joseph
DE SOTO
Mansfield
RED RIVER
Coushatta
WINN
Winnfield
NATCHITOCHES
Natchitoches
SABINE
Many
GRANT
LA SALLE
Jena
Harrisonburg
CATAHOULA
CONCORDIA
Vidalia
Alexandria
RAPIDES
Leesville
VERNON
Marksville
AVOYELLES
De Ridder
BEAUREGARD
ALLEN
Oberlin
EVANGELINE
Ville Platte
ST. LANDRY
Opelousas
Lake Charles
CALCASIEU
JEFFERSON DAVIS
Jennings
ACADIA
Crowley
Lafayette
LAFAYETTE
St. Martinville
ST. MARTIN
New Iberia
IBERIA
Abbeville
VERMILION
CAMERON
Cameron
Franklin
ST. MARY
Marsh Is.
WEST FELICIANA
St. Francisville
POINTE COUPEE
New Roads
Clinton
EAST FELICIANA
ST. HELENA
Greensburg
Amite
TANGIPAHOA
WASHINGTON
Franklinton
ST. TAMMANY
Covington
WEST BATON ROUGE
Port Allen
EAST BATON ROUGE
BATON ROUGE
Livingston
LIVINGSTON
IBERVILLE
Plaquemine
ASCENSION
Donaldsonville
ST. JAMES
ST. JOHN THE BAPTIST
Napoleonville
ASSUMPTION
Thibodaux
LAFOURCHE
Houma
TERREBONNE
ST. CHARLES
Hahnville
LAKE PONTCHARTRAIN
NEW ORLEANS
JEFFERSON
ST. BERNARD
PLAQUEMINES
Pointe a la Hache

§*Colleges and universities located within the Library System Service Areas are those listed in the* Louisiana School Directory, Session 1967-68, *pp. 60-63. Each is included in the appropriate System listing of libraries.*

SYSTEM A — *Southeast*

LIBRARY CENTER — New Orleans Public Library or Library Division, Jefferson Parish Recreation Department in Metairie

Parishes and Parish Libraries Served	*Population Served (1960 Federal Census)*	*Area (Square Miles)*	*1966 Library Expenditures*
*Assumption	17,991	357	$
Jefferson	208,769	409	672,437
Lafourche	55,381	1,157	103,548
Orleans	627,525	199	1,192,120
Plaquemines	22,545	984	80,355
St. Bernard	32,186	510	98,723
St. Charles	21,219	304	51,254
†St. James	18,369	249	
†St. John the Baptist	18,439	225	
St. Tammany	38,643	908	73,047
Terrebonne	60,771	1,391	90,004
TOTALS	1,121,838	6,693	$2,361,488

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* Demonstration library scheduled to open 1968.

† Demonstration library, 1966-67, now locally supported.

§Delgado College
De Lisle Junior College
Dillard University
Francis T. Nicholls State College
John Curtis Junior College
Louisiana State University, Medical Center
Louisiana State University, New Orleans
Loyola University
Mount Carmel Junior College
New Orleans Baptist Theological Seminary
Notre Dame Seminary
Our Lady of Holy Cross College
St. Joseph Seminary
St. Mary's Dominican College
Southern University, New Orleans
Tulane University
Xavier University

SYSTEM B — *Capital*

LIBRARY CENTER — East Baton Rouge Parish Library

Parishes and Parish Libraries Served	*Population Served (1960 Federal Census)*	*Area (Square Miles)*	*1966 Library Expenditures*
Ascension	27,927	300	$ 48,550
East Baton Rouge	230,058	462	369,256
*East Feliciana	20,198	454	40,264
Iberville	29,939	628	67,735
Livingston	26,974	665	30,458
Pointe Coupee	22,488	564	46,650
*St. Helena	9,162	420	
Tangipahoa	59,434	803	86,803
Washington	44,015	665	53,927
†West Baton Rouge	14,796	200	
*West Feliciana	12,395	410	
TOTALS	497,386	5,571	$ 743,643

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* These three parishes are provided library service by The Audubon Regional Library.

† Demonstration Library, 1965-66, now locally supported.

§Louisiana State University
Southeastern Louisiana College
Southern University
Trinity Christian College

SYSTEM C — *South Central*

LIBRARY CENTER — Lafayette Public Library or
University of Southwestern Louisiana Library

Parishes and Parish Libraries Served	*Population Served (1960 Federal Census)*	*Area (Square Miles)*	*1966 Library Expenditures*
Acadia	49,931	662	$ 82,061
Evangeline	31,639	677	48,155
Iberia	51,657	588	105,297
Lafayette	84,656	283	115,595
*St. Landry	81,493	930	
St. Martin	29,063	721	77,091
St. Mary	48,833	605	128,820
Vermilion	38,855	1,224	83,921
Morgan City Library	[13,540]		12,337
TOTALS	416,127	5,690	$ 653,277

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* Demonstration Library, 1965-66, bi-city library in Opelousas and Eunice, now locally supported.

§Louisiana State University, Eunice
University of Southwestern Louisiana

SYSTEM D — *Southwest*

LIBRARY CENTER — Calcasieu Parish Library in Lake Charles

Parishes and Parish Libraries Served	*Population Served (1960 Federal Census)*	*Area (Square Miles)*	*1966 Library Expenditures*
Allen	19,867	775	$ 58,180
Beauregard	19,191	1,184	39,948
*Calcasieu	145,475	1,104	157,706
Cameron	6,909	1,444	43,105
‡Jefferson Davis	29,825	658	
†Jennings	[11,887]		17,503
*Lake Charles	[63,392]		91,182
†Welsh	[3,332]		3,709
TOTALS	221,267	5,165	$ 411,333

* Lake Charles is an independent public library within Calcasieu Parish.
† Jennings and Welsh are independent public libraries within Jefferson Davis Parish.
‡ Demonstration library is scheduled to open 1968.

§McNeese State College

SYSTEM E — *Central*

LIBRARY CENTER — Rapides Parish Library, Alexandria

Parishes and Parish Libraries Served	*Population Served (1960 Federal Census)*	*Area (Square Miles)*	*1966 Library Expenditures*
Avoyelles	37,606	826	$ 44,271
Catahoula	11,421	730	34,182
Concordia	20,467	709	40,430
Grant	13,330	662	27,470
La Salle	13,011	638	34,717
Natchitoches	35,653	1,293	61,628
Rapides	111,351	1,316	158,081
Vernon	18,301	1,356	51,440
Winn	16,034	949	45,439
TOTALS	277,174	8,479	$ 497,568

§Louisiana College
Louisiana State University, Alexandria
Northwestern State College

SYSTEM F — *Northeast*

LIBRARY CENTER — Ouachita Parish Public Library, Monroe

Parishes and Parish Libraries Served	*Population Served (1960 Federal Census)*	*Area (Square Miles)*	*1966 Library Expenditures*
Caldwell	9,004	550	$ 30,560
East Carroll	14,433	431	29,335
Franklin	26,088	643	40,087
Jackson	15,828	583	45,867
Lincoln	28,535	469	47,279
Madison	16,444	662	25,192
Morehouse	33,709	801	52,336
Ouachita	101,663	638	213,643
Richland	23,824	576	56,007
Tensas	11,796	623	29,035
Union	17,624	906	42,817
*West Carroll	14,177	356	
TOTALS	313,125	7,238	$ 612,158

* Demonstration Library opened December 1967.

§Grambling College
Louisiana Polytechnic Institute
Northeast Louisiana State College

SYSTEM G — *Northwest*

LIBRARY CENTER — Shreve Memorial Library, Shreveport

Parishes and Parish Libraries Served	*Population Served (1960 Federal Census)*	*Area (Square Miles)*	*1966 Library Expenditures*
Bienville	16,726	822	$ 57,229
Bossier	57,622	839	43,177
Shreve Memorial Library and Caddo Parish Extension	223,859	888	341,601
Claiborne	19,407	766	40,598
De Soto	24,248	892	53,777
Red River	9,978	413	29,206
Sabine	18,564	1,029	41,863
Webster	39,701	621	70,113
TOTALS	410,105	6,270	$ 677,564

§Baptist Christian College
Centenary College
Louisiana State University, Shreveport
Southern University, Shreveport-Bossier City

E. Government and Organization of the Seven Systems

It may be possible to establish and maintain a library system under the provisions of the Intergovernmental Functions Law, also known as the Local Services Law, R.S. 33:1321 et seq., as amended. It is suggested, therefore, that the Board of Commissioners of the State Library establish on a trail basis a pilot system.

> IT IS RECOMMENDED THAT EACH SYSTEM BE GOVERNED BY A BOARD OF TRUSTEES. THERE SHALL BE ONE REPRESENTATIVE FROM EACH PARISH LIBRARY BOARD APPOINTED BY THE POLICE JURY. IN ADDITION, THE DULY CONSTITUTED SYSTEM BOARD SHALL APPOINT AT LEAST FOUR ADDITIONAL LAY MEMBERS TO REPRESENT THE OTHER TYPES OF LIBRARIES COOPERATING IN THE SYSTEM. IT IS DESIRABLE THAT THE STATE NOT DICTATE THE POLICIES OF EACH OF THE SYSTEM PROGRAMS BUT RETAIN CONTROL THROUGH APPROVAL OF PLANS PROPOSED BY SYSTEM BOARDS SUBMITTED TO THE BOARD OF COMMISSIONERS.
>
> THE PROPOSED BOARD WOULD BE RESPONSIBLE FOR DEVELOPING A PROGRAM OF LIBRARY SERVICE IN WHICH THE LIBRARIES OF THE SYSTEM COULD SERVE COOPERATIVELY IN MEETING THE BOOK AND INFORMATION NEEDS OF ALL ITS RESIDENTS. ONE OF THE FIRST RESPONSIBILITIES OF THE BOARD WOULD BE TO SECURE THE SERVICES OF AN ADMINISTRATOR WHO, WITH THE ASSISTANCE OF HIS BOARD OR A COMMITTEE OF THE BOARD AND LIBRARIANS OF MEMBER LIBRARIES, WOULD DEVELOP A PLAN OF LIBRARY SERVICE TOGETHER WITH A BUDGET FOR IT. THE ADMINISTRATOR OF EACH SYSTEM SHOULD POSSESS A GRADUATE LIBRARY DEGREE, HAVE APPROPRIATE LIBRARY EXPERIENCE AND BE CERTIFIED BY THE STATE BOARD OF LIBRARY EXAMINERS.

Noted below are specific recommendations with information pertaining to the organization and management of each of the seven systems.

1. Southeast Library System

The City of New Orleans is the core city within a large metropolitan area embracing more than one parish. The city is suffering from the generally prevalent problems facing other cities. Near-by suburban towns and parishes are growing more rapidly than New Orleans itself. For example, the population of Lafourche Parish increased by more than 30% between 1950 and 1960, Plaquemines by 58%, Jefferson by 101% and New Orleans by but 10%. The implications for provision of services of all kinds by the core city are obvious, as well as those problems faced by the suburban areas.

In the case of libraries, suburbanites expect to be permitted to use the services of the core city despite the fact that they are not resident taxpayers.

The inherent jurisdictional and financial problems dictate the kind of service pattern recommended for the Southeast Library System.

The above description of the Metropolitan New Orleans library problem is an over simplification and deserves a study in depth of the many obvious problems. One of the major problems in this area is the low level of financial support provided by the city in comparison with neighboring parishes and on a national basis. The estimated per capita income for 1967 for library service in New Orleans was $1.89 compared to East Baton Rouge with $2.05, Rapides with $3.23, St. Mary with $3.70 and Jefferson with $4.35.

> IT IS THEREFORE RECOMMENDED THAT THE CITY OF NEW ORLEANS PROVIDE ADDITIONAL FUNDS IN SUBSTANTIAL AMOUNTS FOR ITS PUBLIC LIBRARY TO STRENGTHEN ITS RESOURCES AND SERVICES, AND TO SERVE EFFECTIVELY AS THE SYSTEM LIBRARY CENTER IN COOPERATION WITH THE LIBRARY DIVISION OF THE JEFFERSON PARISH RECREATION DEPARTMENT, WHICH HAS A GOOD COLLECTION OF ADUIO-VISUAL MATERIALS.
>
> IT IS RECOMMENDED THAT THESE TWO LIBRARIES, NEW ORLEANS PUBLIC LIBRARY AND THE LIBRARY DIVISION OF THE JEFFERSON PARISH RECREATION DEPARTMENT, SERVE AS TWO OF THE RESOURCE CENTERS FOR THE LIBRARIES IN THE SOUTHEAST LIBRARY SYSTEM. IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES OF THE SYSTEM PETITION THE BOARD OF TRUSTEES OF THE NEW ORLEANS PUBLIC LIBRARY OR THE RECREATION DEPARTMENT OF JEFFERSON PARISH FOR SPACE IN EITHER ONE OF THE HEADQUARTERS BUILDINGS OF THESE TWO LIBRARY SYSTEMS. THE NEW ORLEANS PUBLIC LIBRARY OCCUPIES A RELATIVELY NEW BUILDING AND THE LIBRARY DIVISION OF THE JEFFERSON PARISH RECREATION DEPARTMENT COMPLETED IN 1967 A MODERN HEADQUARTERS LIBRARY BUILDING IN METAIRIE. IT IS OFFICE SPACE THAT WOULD BE REQUIRED FOR THE STAFF AND RENTAL WOULD BE PAID BY THE SYSTEM.

2. Capital Library System

> IT IS RECOMMENDED THAT THE PROPOSED BOARD OF TRUSTEES OF THE CAPITAL LIBRARY SYSTEM PETITION THE BOARD OF TRUSTEES OF THE EAST BATON ROUGE PARISH LIBRARY FOR SPACE IN WHICH TO OPERATE THE LIBRARY

CENTER AND TO SERVE AS A RESOURCE CENTER FOR ALL THE LIBRARIES LOCATED IN THE ELEVEN PARISHES COMPRISING THE CAPITAL LIBRARY SYSTEM.

IT IS ALSO RECOMMENDED THAT THE AUDUBON REGIONAL LIBRARY BE MAINTAINED AS CONSTITUTED AND THAT IT OPERATE AS PART OF THE CAPITAL LIBRARY SYSTEM.

3. South Central Library System

The State of Louisiana, if the recommendation for the establishment of Library Systems is accepted, will be supporting both parish and college library service. Since there is no one public library of sufficient strength within the designated area to serve the System,

IT IS RECOMMENDED THAT THE LAFAYETTE PUBLIC LIBRARY AND THE LIBRARY OF THE UNIVERSITY OF SOUTHWESTERN LOUISIANA SERVE JOINTLY AS THE RESOURCE CENTER. WHILE IT IS POSSIBLE FOR TWO OR MORE LIBRARIES TO SERVE JOINTLY AS A RESOURCE CENTER, IT IS NECESSARY TO SECURE A SINGLE LOCATION TO HOUSE THE ADMINISTRATIVE FUNCTIONS AND STAFF OF THE SYSTEM.

IT IS THEREFORE RECOMMENDED THAT REQUESTS FOR SCHOLARLY MATERIALS THAT CANNOT BE SUPPLIED BY THE LAFAYETTE PUBLIC LIBRARY BE REFERRED TO THE UNIVERSITY LIBRARY. IT IS FURTHER RECOMMENDED THAT THE SYSTEM BOARD OF TRUSTEES PETITION EITHER THE BOARD OF TRUSTEES OF THE LAFAYETTE PUBLIC LIBRARY FOR SPACE IN ITS PROPOSED ADDITION, OR THE PRESIDENT OF THE UNIVERSITY FOR SPACE IN ITS LIBRARY ADDITION.

IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES OF THE MORGAN CITY PUBLIC LIBRARY PETITION THE BOARD OF TRUSTEES OF THE ST. MARY PARISH LIBRARY FOR MEMBERSHIP IN THE ST. MARY PARISH LIBRARY. PARTICIPATION IN THE PARISH LIBRARY SERVICE PROGRAM SHOULD BE A PREREQUISITE FOR MEMBERSHIP IN THE SYSTEM LIBRARY.

IT IS FURTHER RECOMMENDED, IN VIEW OF THE ABSENCE OF A PARISH LIBRARY IN ST. LANDRY PARISH, THAT THE OPELOUSAS-EUNICE PUBLIC LIBRARY (A BI-CITY LIBRARY) BE GIVEN THE OPPORTUNITY TO PARTICIPATE IN THIS SYSTEM.

4. Southwest Library System

At the present time there are three independent public libraries, Lake Charles in Calcasieu Parish, and Jennings and Welsh in Jefferson Davis Parish.

> IT IS RECOMMENDED THAT THE LAKE CHARLES PUBLIC LIBRARY AND THE CALCASIEU PARISH LIBRARY BE MERGED INTO A SINGLE LIBRARY OPERATION AND FORM A UNIT WITHIN THE SOUTHWEST LIBRARY SYSTEM. THE PUBLIC LIBRARY OF JENNINGS SHOULD SIMILARLY BECOME A PART OF THE JEFFERSON DAVIS PARISH LIBRARY AS A PREREQUISITE TO SYSTEM LIBRARY MEMBERSHIP AS SOON AS THE DEMONSTRATION PLANNED AT THE REQUEST OF THE PARISH AND TO BE CONDUCTED BY THE STATE LIBRARY IS LOCALLY FINANCED.

Following a study in 1961 of both the Lake Charles Public Library and the Calcasieu Parish Library by Harry N. Peterson, Director of the Public Library of the District of Columbia, it was recommended that the Lake Charles Public Library serve as the reference and information center for Calcasieu Parish.

> IT IS RECOMMENDED THAT THIS FINDING BY MR. PETERSON BE IMPLEMENTED, THAT THE LAKE CHARLES PUBLIC LIBRARY BE DESIGNATED THE RESOURCE CENTER FOR THE SYSTEM AND THAT ITS COLLECTIONS BE ENLARGED WITH SYSTEM FUNDS TO PERMIT IT TO SERVE IN THIS CAPACITY.
>
> IT IS FURTHER RECOMMENDED THAT A NEW BUILDING BE CONSTRUCTED TO SERVE AS THE LIBRARY CENTER OF THE SYSTEM AND AS THE CENTRAL LIBRARY OF CALCASIEU PARISH.

5. Central Library System

Since the Rapides Parish Library occupies a relatively new building and the book collection is growing in size and depth,

> IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES OF THE PROPOSED CENTRAL LIBRARY SYSTEM PETITION THE BOARD OF TRUSTEES OF THE RAPIDES PARISH LIBRARY FOR SPACE 1) TO HOUSE THE SYSTEM STAFF AND OTHER FUNCTIONS OF A LIBRARY CENTER, AND 2) TO SERVE AS THE RESOURCE CENTER.

6. **Northeast Library System**

> **IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES OF THE PROPOSED NORTHEAST LIBRARY SYSTEM ENTER INTO NEGOTIATIONS WITH THE BOARD OF TRUSTEES OF THE OUACHITA PARISH PUBLIC LIBRARY TO ACQUIRE SPACE EITHER PRESENTLY AVAILABLE OR TO BE ADDED TO THE EXISTING BUILDING IN ORDER TO HOUSE THE FUNCTIONS OF THE LIBRARY CENTER AND OF THE RESOURCE CENTER.**

7. **Northwest Library System**

There is no such entity as the Caddo Parish Library. There is, however, a Caddo Parish Extension, presently housed in the Shreve Memorial Library in Shreveport, which for all practical purposes is an extension agency of the Shreve Memorial Library. Caddo Parish Extension serves the residents of the parish who do not live in the City of Shreveport.

> **IT IS RECOMMENDED THAT THE SHREVE MEMORIAL AND CADDO PARISH EXTENSION COMBINE AS A SINGLE PARISH LIBRARY OPERATION, AND PERFORM THE FUNCTIONS OF A LIBRARY CENTER. IT IS FURTHER RECOMMENDED THAT THERE BE CONSTRUCTED A NEW LIBRARY BUILDING TO HOUSE THE PARISH CENTRAL LIBRARY, THE LIBRARY CENTER AND THE RESOURCE CENTER.**

F. Finances and Support

Louisiana has a thriving economy in agriculture, industry, fishing, trade and transportation. The State ranks high among the fifty states in the production of petroleum, natural gas, salt, and sulphur. The City of New Orleans ranks second among the ports of the United States in value of exports and imports. More than 150 million tons of freight are handled annually by the many waterways which converge on the City of New Orleans. In addition, the ports of Lake Charles, Baton Rouge, and Morgan City are important centers of foreign trade. The per capita income of the State compares favorably with the national average; in 1965 it was $2,067 as compared to the national average of $2,746.

The healthy economic conditions in the State continue to emphasize the need for better informed and educated personnel to fill the rapidly increasing numbers of opportunities in business, industry and the professions. A more affluent society, with greater educational achievement, has in turn come to expect more cultural advantages, as well as improved library service. It is therefore incumbent upon political leaders at every level within the State to support quality programs of library service to equal the formal educational programs presently developing at an accelerated pace. Industry seeks and prefers those locations which offer good library service and which often serve as a measure of the quality of a community.

Except for a few municipally supported libraries, the local level of support for library service has been that of the parish. This method of support should be continued. Parish residents determine by vote a millage rate of financial support for library service. When the economy of the State is in a rising cycle, such a method increases library support. There are many parishes that are not experiencing industrial growth however, and adequate financial support is therefore a major problem if quality library service is to be achieved. As a matter of fact, 19 of the 64 parishes reported decreases in population between 1950 and 1960, further accentuating the difficulties and indicative of urban and suburban growth.

1. STATE AID IN SUPPORT OF LIBRARY SERVICE

State aid to libraries is recognized by the majority of states as a legitimate public expense. Many communities, small in area or sparsely populated, are not and probably never will be in a position to support by themselves a library that meets standards referred to in this report. Since federal and parish funds have increased substantially but state support of library service has remained virtually constant for several years, it is essential that the State of Louisiana make initial appropriations as a first step in support of the library program described above.

The following tabulation indicates expenditures by the State Library from both State and Federal sources.

STATE LIBRARY EXPENDITURES FROM STATE AND FEDERAL SOURCES

	Annual State Appropriations	*Federal Funds*	*Total*
1956–57	$289,350	$ 40,000	$329,350
1957–58	284,894	110,170	395,064
1958–59	267,000	125,470	392,470
1959–60	284,894	158,010	442,904
1960–61	286,900	158,010	444,910
1961–62	297,226	157,418	454,644
1962–63	267,000	157,418	424,418
1963–64	287,748	157,157	444,905
1964–65	292,349	458,541	750,890
1965–66	281,914	456,147	738,061
1966–67	295,496	631,904	927,400

It is apparent that the State is not assuming its fair share; the State has appropriated for the State Library only the required funds that assure maximum federal funds. During the period covering appropriation years 1956–57 to 1966–67, the State has increased its allocation of funds in support of the services provided by the State Library by only $6,146, as indicated by the aforementioned tabulation. In the same period the Federal government has increased its support of library service, or funds which the State Library administers, from $40,000 in 1956–57, to $631,904 in 1966–67. The underlying philosophy in federal support of library development is that these funds are expected to generate interest and financial participation at the local and state levels. Such has not been the case in Louisiana as far as the State itself is concerned. It is obvious that the major source of support in the immediate future must be forthcoming from the state government, since both parish and federal increases have been and continue to be substantial. The recommendation involving state support is clearly indicated in the system concept outlined in the foregoing information and calls for immediate and positive action on the part of the State.

Recognized leaders in the library profession as well as the American Library Association itself stress the need for adequate operating budgets for libraries and library systems, not an established figure of per capita expenditure. A high per capita expenditure does not necessarily provide an adequate library budget. It is essential, therefore, to make a case for expending sufficient sums to meet standards promulgated by the profession. The funds for public support of libraries should come from the combined resources of federal, state and local governments. A per capita figure is used in such cases only to institute such financial support. It is essential that any formula be continuously reviewed, evaluated, and adjusted if warranted, in light of accomplishments and circumstances.

Many formulas have been developed in various states in support of library service. Per capita support, while not the ideal, is generally used as a basis because of its ease of computation and application. The President's National Advisory Commission on Libraries is expected to raise the issue of a fair share formula; that is, the percentage of public support for libraries that can be justified at the local, state and national level.

IT IS THEREFORE RECOMMENDED, IN ORDER TO TAKE PARTICULAR NOTE OF THE APPLICABLE FACTORS FOR LOUISIANA, THAT THE ADVISORY COMMITTEE TO THE BOARD OF COMMISSIONERS OF THE STATE LIBRARY MAKE A COMPREHENSIVE STUDY OF LIBRARY FINANCE, ESPECIALLY THAT SUPPORT TO BE PROVIDED BY THE STATE. THE FOLLOWING SHOULD BE CONSIDERED IN DEVISING AN EQUITABLE STATE AID FORMULA:

a. An initial or establishment grant, non-recurring, based upon the specific situation and needs of each of the proposed Library Systems, not to exceed $100,000. It is not advisable to use this sum for construction purposes; it is wiser to apply it to rental of space, to books and other media, resources, staff and services.

b. Density or sparsity of population.

c. Incentive principle to encourage increased local support. No system should receive from the state a larger sum than that appropriated locally.

d. Additional financial support for central libraries whose resources and services are available to residents beyond their jurisdictions.

e. Standards for buildings, services, resources, and personnel should form a part of the criteria for state support of Library Systems.

> IT IS FURTHER RECOMMENDED, IN ORDER TO EQUALIZE THE SERVICES OF LIBRARIES AND THE COSTS THEREOF, ON A STATE-WIDE BASIS, THAT A FIGURE OF $5.00 PER CAPITA BE ADOPTED AS A GOAL IN ORDER TO IMPROVE LIBRARY SERVICE. THIS AMOUNT IS THAT REQUIRED FROM PARISH, STATE AND FEDERAL GOVERNMENTS TO SUPPORT THE COST OF THE LIBRARY SYSTEMS AND THE MEMBER LIBRARIES. THIS SUM ALSO WILL INCLUDE FUNDS TO REIMBURSE ACADEMIC AND RESEARCH LIBRARIES FOR THEIR PARTICIPATION WITHIN SYSTEMS.

The recommended money allocations tabulated on Page 92, are based upon percentage allocations of 60% from local sources, 25% from the State and 15% from federal funds. Appropriations will be allocated to all types of libraries based upon the plan of service devised for each System, and recommended by the System Board for approval by the Board of Commissioners of the State Library.

An analysis of the table on Page 92 points to the following breakdown of expenditures. Parish library systems including municipal libraries within parishes now expend nearly $6,000,000 annually. The recommendations, if adopted, would require additional local expenditures for library service of nearly $4,000,000. The State also would have to increase its support of library service by approximately the same amount. Federal funds would have to be increased by approximately $1,800,000.

> IT IS RECOMMENDED THAT THE TIME TABLE FOR THE IMPLEMENTATION OF THIS PROGRAM COMPRISE FIVE TO FIFTEEN YEARS, AND THAT ONE SYSTEM BE SELECTED AS AN INITIAL PROGRAM TO CHART THIS NEW COURSE IN LIBRARY DEVELOPMENT WITHIN THE STATE. EXPERIENCE WILL DICTATE NECESSARY REVISIONS IN THE PROPOSALS AS WELL AS IN THE METHODS OF IMPLEMENTATION.

2. Other Cost Considerations

Financing for the Library Systems, reimbursement for contract services provided by college, university and special libraries within Systems, and the equitable alloca-

RECOMMENDED FUNDING FOR LIBRARY SYSTEMS

System	Population	Amount needed to meet qualitative standards at $5.00 per capita	Recommended distribution of funding Local	State	Federal	Actual Expenditures for Parish and Public Library Service, 1966	Amount Needed per System
A—Southeast	1,121,838	$5,609,190	$3,365,515	$1,402,297	$841,378	$2,361,488	$3,247,702
B—Capital	497,386	2,486,930	1,492,159	621,732	373,039	743,643	1,743,287
C—South Central ..	416,127	2,080,635	1,248,381	520,159	312,095	653,277	1,427,358
D—Southwest	221,267	1,106,335	663,801	276,584	165,950	411,333	695,002
E—Central	277,174	1,385,870	834,558	346,462	204,850	497,568	888,302
F—Northeast	313,125	1,565,625	964,126	366,656	234,843	612,158	953,467
G—Northwest	410,105	2,050,525	1,230,316	512,631	307,578	677,564	1,372,961
TOTALS	3,257,022	$16,285,110	$9,798,856	$4,046,521	$2,439,733	$5,957,031	$10,328,079

tion of funds to participating institutions, are some of the considerations that the Advisory Committee to the Board of Commissioners should take into account in the determination of a proposal to support this comprehensive plan. It is impossible at this time to formulate specific answers to these questions. Experience as well as statemanship reflected in a genuinely cooperative attitude among the librarians, political and educational leaders will help produce meaningful solutions. It is expected that the System program will require a period of approximately 15 years for its complete implementation. Approximately $10,500,000, computed at present costs and population figures for 1960, will be required annually when the program is fully operative.

School libraries need the greatest attention if they are to meet standards adopted by the profession. Millions of dollars are required for this purpose. It is customary, in order to arrive at estimates of costs, to multiply the number of children attending public schools by the accepted per capita cost. It is absolutely essential that the school library program be additionally financed to permit its concurrent development with that of the Library Systems so that eventually, cooperation between the two can take place in meaningful ways. Funding of school libraries is thus over and above the suggested figure of $5.00 per capita. Louisiana has recognized its obligation to education and through the One Hundred Man Curriculum Study Committee has formulated plans for a concerted attack on this major problem of providing quality programs of elementary and secondary education in Louisiana.

Since no program of higher education is complete without a strong library to support it, substantial increases in appropriations for public and private colleges and universities will be essential. It is important to point out again at this time that cooperative and coordinated efforts must replace competitive development of higher education programs. Even the Louisiana State University at Baton Rouge and its many branches throughout the State do not have a properly coordinated plan for development, including their libraries.

It has been pointed out previously that the State Library has been operating with funds which virtually have remained constant for 10 years. This is an absurdity when one considers the responsibilities that the State Library has assumed during this same period of time. It is even more important to reiterate the fact that if the proposed plan of library development outlined in this report is implemented, the State Library will need the money necessary to guide and direct this comprehensive new concept in library service.

V. Parish and Public Library Service

The parish and public libraries of Louisiana will comprise a vitally important segment of the proposed Library Systems. It is imperative, therefore, that the services, collections of materials and buildings of the parish libraries be improved. As coverage of the State with parish library service nears completion, major attention must be focused on quality and excellence in all aspects of parish library service.

Quality library service will involve acceptance and implementation of the following factors by parish library boards and administrators. An effective program means a library should 1) be open a sufficient number of hours daily to insure an opportunity for all who wish to use the facilities, 2) own a book collection providing authoritative information in all fields of knowledge, representing community interests, for all age groups, with evidence of regular additions, judicious weeding and which includes recordings, and other modern communications media, 3) employ a staff properly trained to interpret the book collection to its constituents, 4) be housed in an attractive and functional building, and 5) have an effective public relations program.

> IT IS RECOMMENDED THAT THE LIBRARY CENTER STAFF OF EACH LIBRARY SYSTEM STRESS QUALITY IN ASSISTING PARISH LIBRARY PERSONNEL DEVELOP ALL ASPECTS OF PARISH LIBRARY SERVICE.

A. Trustees

Service on a local board of trustees is a sacred responsibility. It is one which requires a genuine conviction that a library should play an active role in the intellectual life of its community. A trustee should interpret this role to public officials in order to secure the funds necessary for the library to perform such a role. He must attend meetings, become familiar with the library program and its needs, and assist in formulating a policy of dynamic action for the administration to pursue. The visits the consultants have made throughout the State with civic, educational and library leaders indicate the substantial interest of the trustees of parish and municipal libraries in system development, including all types of libraries. Conversations and meetings have produced stimulating discussions about trustee involvement in this comprehensive plan.

> IT IS STRONGLY RECOMMENDED THAT LIBRARY TRUSTEES BE PROVIDED THE SAME KIND OF BACKGROUND INFORMATION WHICH IT IS EXPECTED THE BOARD OF COMMISSIONERS OF THE STATE LIBRARY WILL RECEIVE ON A PLANNED, SCHEDULED BASIS. THIS TYPE OF IN-SERVICE TRAINING WILL SERVE TO ACQUAINT COMMISSIONERS AND TRUSTEES WITH THE PROPOSALS BEING MADE IN THIS REPORT AND THE VITALLY IMPORTANT ROLE THEY CAN AND SHOULD PLAY IN ITS IMPLEMENTATION. THE RECOMMENDATIONS CANNOT BE EFFECTED UNLESS SUCH A SYSTEMATIC ORIENTATION SCHEDULE IS MAINTAINED.

There can be no substitute for a group of library commissioners, library trustees and other dedicated laymen who will interpret this report to every segment of the community, to political leaders, to educators, to civic, industrial and business leaders throughout the State. It is essential that these groups become convinced that library service is not only intellectually advantageous, but also is a major force in improving the economy of the State and Nation.

Parish library trustees will assume an even greater responsibility in the proposed state-wide library program because the Systems will be as strong only as their components. Trustees will be stimulated by this kind of comprehensive planning and by their role in it.

B. Parish Library Service

Funds allocated to the Library Systems should be used to improve book collections, services, salaries, and public relations and information programs.

To be specific about the need for the development of excellence in the parish libraries, the following points are made with respect to standards:

1. Resources

Book collections of the various parish libraries require substantial improvement in quantity and scope. For example, Calcasieu Parish Library, serving a 1960 population of 145,475, has a book collection of 89,945 volumes. Standards as defined in the American Library Association publication entitled *Minimum Standards for Public Library Systems, 1966* call for "at least two two to four volumes per capita."[8] If standards were met, the parish library collection would total between 290,950 and 581,900 volumes. Even if the volume count (53,353) of the Lake Charles Public Library were added to that of Calcasieu Parish, in which Lake Charles is located, the minimum standard still would not be met. This standard, it must be emphasized, is quantitative only and the extent to which there are currently useful materials as well as those required to represent the historical perspective, in all fields of knowledge, as well as non-book materials is another major consideration. Mere numbers are meaningless when evaluations and analyses of collections are made. The consultants, therefore, asked librarians of parish, school, college and university libraries to check the same sample pages in the well known bibliographic tool, *The Standard Catalog for Public Libraries.* The results of this checking produce clear evidence that collections, insofar as scope and comprehensiveness are concerned, must be substantially improved.

The tabulation below indicates those parish libraries whose collections meet or almost meet recommended standards in terms of numbers of volumes only. Against this quantitative analysis, the tabulation cites the number of titles held from among those each library was asked to check against the *Standard Catalog* listing. It is clear, therefore, that substantial efforts must be made to improve the scope and quality of the book collections of parish libraries. St. Mary Parish Library has the largest number of titles, only slightly more than 20% of the possible total of 390 titles.

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[8] American Library Association, *Minimum Standards for Public Library Systems, 1966,* 1967, p. 42.

Allen	66	La Salle	42
Beauregard	37	Richland	81
Caldwell	19	Sabine	40
Cameron	44	St. Mary	83
Catahoula	4	St. Tammany	65
Claiborne	53	Winn	54
Concordia	26		

In addition to checking holdings against the Wilson Catalogs, efforts must be made to check holdings against subject bibliographies included in Winchell's *Guide to Reference Books*. Additions to collections should be made as rapidly as funds permit.

2. PERSONNEL

An analysis of the statistical information at the end of the chapter on Parish and Public Library Service reveals the fact that fewer than half of the parish libraries meet quantitative standards with respect to the number of staff members employed, based on the standard that there should be one staff member for each 2,000 to 2,500 people living in the service area. If this standard were met in the Southeast Library System, for example, 498 staff members would be employed. A count of the staff members working in the parish libraries recommended for inclusion in the System totals no more than 287 in full time equivalent. If the staff recommended for the Library Center and the Resource Center of this System were added, the number would still fall short of meeting the standard cited.

In addition to this quantitative figure, the Louisiana State Library reports that "the average salary for an administrative librarian in a public library in Louisiana in 1967 is $7,582."[9] This is an unrealistic salary for administrative responsibility, especially since many progressive libraries presently pay this sum, or in excess of it, to beginning professional librarians without experience. Professional personnel in subordinate positions are paid proportionately lower and thus insufficient salaries. Louisiana is therefore not in a position to compete with other libraries in the country for professional personnel.

3. BUILDINGS

As pointed out in the Chapter of Parish and Public Library Service, there are about as many adequate central library buildings as inadequate. While the trend is one of improvement, as many as 18 of the parish central libraries are occupying buildings not designed to house library functions and services. In addition, few central libraries meet the space requirements in which to provide the services expected of the modern public library.

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[9] Louisiana State Library, *Public Libraries in Louisiana, 1967*, p. 4.

4. Further Recommendations

IT IS FURTHER RECOMMENDED THAT:

a. POLICY STATEMENTS RELATIVE TO OBJECTIVES, BOOK SELECTION, PERSONNEL, AND LIBRARY SERVICE BE PREPARED AND MADE KNOWN TO THE STAFF.

b. CLEARLY DEFINED ORGANIZATIONAL PATTERNS BE DEVISED AND MADE KNOWN TO THE STAFF, AS WELL AS THEIR DUTIES AND RESPONSIBILITIES.

c. STANDARDS PREPARED BY THE PUBLIC LIBRARIES SECTION OF THE LOUISIANA LIBRARY ASSOCIATION ENTITLED *THE STANDARDS STATEMENT FOR LOUISIANA PUBLIC LIBRARIES* IN SUCH AREAS AS BUILDINGS, PERSONNEL, SUPPORT, SERVICES AND BOOKS AND OTHER MATERIALS BE STUDIED AND PLANS FORMULATED FOR ACHIEVING THEM.

d. *MINIMUM STANDARDS FOR PUBLIC LIBRARY SYSTEMS, 1966* BE ESTABLISHED AS LONG-RANGE GOALS.

e. THE ADMINISTRATIVE LIBRARIANS SEEK ASSISTANCE FROM THE STATE LIBRARY SPECIALISTS IN MANAGEMENT AS WELL AS THE SYSTEM LIBRARY STAFF IN AN EVALUATION OF ORGANIZATION, ADMINISTRATION AND SERVICE PROGRAMS OFFERED.

VI. School Library Service: Instructional Media Center

It is no longer sufficient for schools to provide what was once known as a library room. The changing concepts in education, whereby young people are expected to conduct substantial independent study and research, call for a much more sophisticated kind of information service. This newer concept of reference and information center is called a materials or media center in which not only books and other printed materials representing all fields of knowledge, retrospective as well as current, are available, but also documentary and educational films, filmstrips, pictures, microfilms, maps, as well as recordings of music, drama, speech and language.

These materials should be housed in a setting conducive to study, where there is opportunity for individual study at either carrels or single study tables. In addition, the physical facilities will include a seminar room, vewing and listening rooms, stack space, storage area, workroom, librarian's office, adequate space for the reference and circulation desk, including informal browsing and an attractive exhibit area. The seminar room can be used for informal classroom instruction, as the name implies, and as an area for library orientation and instruction in the use of reference and subject materials. In many instances, the library quarters or materials center will be so located as to permit use of the facilities on weekends and evenings without requiring the rest of the building to be open. Such construction is often referred to as campus type or a separate building connected to the main school building by glassed partitions or corridors.

These facilities and materials are serviced by a staff of librarians and audio-visual personnel who are teachers and librarians qualified by both education and experience. These experts are assisted by college graduates, with or without a library science minor, who are beginners in the profession, and by clerical and student personnel, to permit the professional staff time to devote to administration, committee assignments, work with superintendents, principals and curriculum supervisors, as well as with the students who require guidance in the effective use of materials. The professional staff must be kept free to interpret this comprehensive service to administrators and interpret collections to students. Clerical and student personnel should be utilized to perform housekeeping functions as well as maintain records of library use.

The center should be in the academic mainstream of the school, not in the wing with the cafeteria, the gymnasium or the shops. The revised standards soon to be released by the American Association of the School Librarians and other professional educators should constitute a goal for school librarians in Louisiana.

A. State Supervisor of School Libraries

With the expected completion in the summer of 1968 of the new building on the Capitol grounds to house the State Education Department, the offices of the School Library Section will be enlarged appreciably. Thus, the opportunity is being provided to enlarge the staff and provide the services as recommended below.

> IT IS RECOMMENDED THAT THE STAFF OF THE SUPERVISOR OF SCHOOL LIBRARIES IN THE STATE DEPARTMENT OF EDUCATION BE SUBSTANTIALLY ENLARGED AND STRENGTHENED. THE FINANCING OF THIS RECOMMENDATION CAN BE ASSISTED BY FUNDS RECEIVED THROUGH THE ELEMENTARY AND SECONDARY EDUCATION ACT AS WELL AS APPROPRIATIONS FROM THE STATE ITSELF.

The following complement of personnel will be the necessary minimum for the office of Supervisor of School Libraries in the State Department of Education:

Supervisor of School Libraries	1
Associate Supervisor for Secondary School Libraries	1
Associate Supervisor for Elementary School Libraries	1

Sub-Professional Assistants to assist the three supervisors	3
Statistical Analyst	1
Audio-Visual Specialist	1
Secretaries	3
Clerks	3

The first three titles listed should be filled with persons holding the fifth year graduate library science degree. Other personnel with the exception of office staff (secretaries and clerks) could be college graduates.

B. *The System Concept: Implications for School Libraries*

School libraries will continue to develop with increasing concern for excellence in education. As demands upon school libraries become greater, it will be necessary to request assistance for service, resources and guidance from the level of service represented by the Library System. As a long-range goal and to effectively implement the system concept, as far as the school libraries are concerned, liaison should be maintained by the staff of the Library Center of a System with school librarians, the parish children's librarians and the staff in the office of the State Supervisor of School Libraries.

In the long-range plans for school library development, regional media centers might well be housed in a Resource Center developed to support a System. In the interests of economy and efficiency, a single building could include both a Resource Center collection for the System and a media collection to support school libraries.

C. *Parish School Systems*

IT IS RECOMMENDED THAT EACH PARISH WITH A SCHOOL POPULATION IN EXCESS OF 10,000 ESTABLISH THE POSITION OF COORDINATOR OF SCHOOL LIBRARY SERVICE, OR IN COOPERATION WITH AN ADJOINING PARISH, SECURE THE SERVICES OF SUCH AN INDIVIDUAL.

D. *State-wide Cataloging Center*

IT IS RECOMMENDED THAT THERE BE ESTABLISHED A STATE-WIDE CATALOGING CENTER FOR THE SCHOOL LIBRARIES UNDER THE SUPERVISION AND ADMINISTRATION OF THE STATE SUPERVISOR OF SCHOOL LIBRARIES.

E. *Materials Processing Centers*

IT IS RECOMMENDED THAT PARISH SCHOOL SYSTEMS CONTRACT FOR BOOK PROCESSING SERVICES WITH THE MATERIALS PROCESSING CENTERS RECOMMENDED FOR EACH

OF THE LIBRARY SYSTEMS IN ORDER TO MAXIMIZE THE TIME THAT QUALIFIED SCHOOL LIBRARIANS CAN DEVOTE TO SERVICE WITHIN SCHOOL LIBRARIES.

F. Liaison with State Library

IT IS RECOMMENDED THAT CLOSE LIAISON CONTINUE TO BE MAINTAINED BY THE SCHOOL LIBRARY SECTION OF THE STATE DEPARTMENT OF EDUCATION WITH THE STATE LIBRARY AND THE PARISH LIBRARIES. SINCE LIBRARY SERVICE WILL DEVELOP ALONG COORDINATED PROGRAMS INVOLVING ALL TYPES OF LIBRARIES, WORKING RELATIONSHIPS ARE EVEN MORE MEANINGFUL.

G. Standards for School Libraries

In February, 1966 the One Hundred Man Curriculum Study Committee transmitted to the State Superintendent of Education a comprehensive statement on the educational programs of the State of Louisiana, together with the needs of education. The Committee was organized into 14 sub-committees, one of which was to study in depth Materials of Instruction—which includes textbooks, library books and audio-visual materials. One of the subcommittee's recommendations stated that library services which meet the standards of the Southern Association of Colleges and Secondary Schools be provided for every school. Further recommendations for expanded school services affecting libraries were made by the Sub-Committee of English and Language Arts.

IT IS RECOMMENDED:

1. THAT THE *SOUTHERN ASSOCIATION STANDARDS* BE ADOPTED AS MINIMAL AND THAT THE SCHOOL LIBRARIANS CONTINUE TO WORK TOWARD MEETING THEM. IT IS FURTHER RECOMMENDED THAT THE REVISED *STANDARDS FOR SCHOOL LIBRARY PROGRAMS* BE CONSIDERED AS LONG-RANGE GOALS.

2. THAT SCHOOL LIBRARIANS WORK WITH THE STATE SUPERVISOR OF SCHOOL LIBRARIES AND THEIR SCHOOL SYSTEM PERSONNEL IN PLANNING CONCERTED PUBLIC RELATIONS PROGRAMS TO ACQUAINT THE PUBLIC, PARENTS, POLITICAL, EDUCATIONAL, AND CIVIC LEADERS WITH THE ROLE OF THE MODERN INSTRUCTIONAL MEDIA CENTER AND FORMULATE PRIORITIES IN IMPLEMENTING STANDARDS RELATING TO PERSONNEL, PHYSICAL FACILITIES, RESOURCES AND SERVICES.

3. THAT ACCESSIBILITY OF SCHOOL LIBRARIES BE STRESSED THROUGH LONGER HOURS OF OPENING OF SCHOOL MEDIA CENTERS, AND THAT THE SCHOOL LIBRARY INCLUDE COLLECTIONS DIRECTED TOWARD THE PROFESSIONAL DEVELOPMENT OF SCHOOL AND LIBRARY STAFF.

4. THAT THE SERVICES OF SCHOOL LIBRARIES BE BROADENED TO INCLUDE NOT ONLY READER AND STUDENT EMPHASIS, BUT ALSO GUIDES TO MORE INTELLIGENT AND MORE COMPREHENSIVE READING FOR BOTH THE HESITANT AND AVID USER OF MATERIALS.

5. THAT SCHOOL LIBRARY PERSONNEL BE INCLUDED ON CURRICULUM STUDY COMMITTEES, ON OTHER SCHOOL ADMINISTRATION ACTIVITY COMMITTEES AND THAT EVERY EFFORT BE MADE TO KEEP IN CLOSE TOUCH WITH THE FACULTY.

6. THAT A GUIDE BE PREPARED BY A COMMITTEE OF THE LOUISIANA ASSOCIATION OF SCHOOL LIBRARIANS FOR SCHOOL BOARDS, SCHOOL ADMINISTRATORS, FACULTY AND LIBRARIANS, OUTLINING DIRECTLY AND SIMPLY THE STEPS THAT CAN BE TAKEN TO ACHIEVE STATED OBJECTIVES WITH RESPECT TO MATERIALS, STAFF, QUARTERS AND SERVICES. THE GUIDE SHOULD INCLUDE SUGGESTED FLOOR PLANS, FURNITURE AND EQUIPMENT LAYOUTS, INFORMATION ABOUT STACKS, STORAGE AND OTHER MINUTIAE NECESSARY TO MAKE THE CENTER THE KIND OF ACTIVE USEFUL LEARNING EXPERIENCE IT SHOULD BE.

It is suggested that libraries of private and sectarian schools adopt these recommendations.

VII. Academic and Special Libraries

The academic institutions including the special libraries of the State can play a significant role in the system concept described earlier in this chapter. The collections of these institutions, in terms of subject content, are of a generally higher quality than the parish libraries. Marshalling the resources of the college, university and special libraries would greatly strengthen the system program, eliminate unwarranted duplication, provide quality materials to a wide audience within each system, and involve the business and industrial libraries and their parent companies in this information service.

IT IS RECOMMENDED THAT THE ADVISORY COMMITTEE TO THE BOARD OF COMMISSIONERS INSTITUTE AN INFORMATION PLAN TO APPRISE, AND SOLICIT THE SUPPORT OF EDUCATIONAL LEADERS, INCLUDING THE COLLEGE AND UNIVERSITY PRESIDENTS, IN THIS COOPERATIVE VENTURE.

A. *Budget and Operating Costs*

IT IS RECOMMENDED THAT EXPENDITURES OF THE ACADEMIC LIBRARIES COMPRISE AT LEAST 5% OF THE TOTAL OPERATING BUDGET OF THE INSTITUTION SUPPORTED. ON THE BASIS OF THE EXPERIENCE OF QUALITY ACADEMIC LIBRARIES, IT HAS BEEN FOUND THAT THESE INSTITUTIONS SPEND AT LEAST THIS PERCENTAGE OF THE INSTITUTIONAL BUDGET. HENCE, THE DERIVATION OF THIS FIGURE WHICH CONSTITUTES ONE OF THE AMERICAN LIBRARY ASSOCIATION STANDARDS FOR COLLEGE LIBRARIES. IN THOSE CASES WHERE COLLECTIONS DO NOT MEET THE STANDARDS PREPARED BY THE AMERICAN LIBRARY ASSOCIATION, OR IN CASES OF NEWLY ESTABLISHED INSTITUTIONS, SPECIAL APPROPRIATIONS SHOULD BE MADE. EXPANDING COURSE OFFERINGS IN THE CURRICULA OF LOUISIANA'S INSTITUTIONS ALSO SHOULD BE CAUSE FOR SPECIAL APPROPRIATIONS. THIS ACTION WOULD SERVE NOT ONLY THE ACADEMIC INSTITUTIONS BUT ALSO WOULD PROVIDE ADDED STRENGTH IN RESOURCES FOR THE SYSTEMS.

IT IS RECOMMENDED THAT EACH COLLEGE OR UNIVERSITY LIBRARY EMPLOY A STAFF SUFFICIENT IN QUALITY AND QUANTITY TO CARRY OUT ITS PROGRAM OF LIBRARY SERVICE BASED UPON SUCH FACTORS AS THE CURRICULUM, STUDENT ENROLLMENT, HOURS THE LIBRARY IS OPEN FOR SERVICE (PROFESSIONAL SERVICE SHOULD BE AVAILABLE ANY TIME THE LIBRARY IS OPEN), THE DEGREE OF DECENTRALIZATION OF LIBRARY FACILITIES AND SERVICES, THE EXTENT OF SPECIAL SERVICES PROVIDED, AND OTHER RESEARCH DEMANDS OF THE ACADEMIC COMMUNITY. IT IS ESSENTIAL THAT APPROPRIATIONS FOR COLLEGE AND UNIVERSITY LIBRARIES BE SUFFICIENT TO SUPPORT MORE ADEQUATELY PRESENT EDUCATIONAL PROGRAMS BEFORE ADDITIONAL MASTER'S AND DOCTORAL PROGRAMS ARE AUTHORIZED. THESE TWO PROGRAMS REQUIRE SUBSTANTIALLY GREATER RESOURCES IN TERMS OF RESEARCH MATERIALS THAN DO PROGRAMS OF UNDERGRADUATE INSTRUCTION.

B. *Cooperative Development of Collections*

IT IS RECOMMENDED THAT, IN CONSONANCE WITH THE STATEMENTS MADE IN THE CHAPTER ON ACADEMIC AND SPECIAL LIBRARIES, INSOFAR AS POSSIBLE THE ACADEMIC INSTITUTIONS ACCEPT AREAS OF RESPONSIBILITY BY COMMON CONSENT FOR THE DEVELOPMENT OF STRONG SUBJECT COLLECTIONS. THIS ACTION WILL OBVIATE THE PRESENT CONDITION WHEREBY THE COLLEGES NOT ONLY HAVE THE SAME TITLES BUT ALSO LACK THE SAME TITLES. THIS RECOMMENDATION SHOULD BE IN CONSONANCE WITH THE REQUIREMENT THAT EACH INSTITUTION PROVIDE THE RESOURCES TO SUPPORT ITS OWN CURRICULUM.

IT IS ALSO RECOMMENDED THAT THE ADVISORY COMMITTEE ENDEAVOR TO SECURE THE SUPPORT OF THE STATE BOARD OF EDUCATION AND THE BOARD OF SUPERVISORS OF LOUISIANA STATE UNIVERSITY IN EFFECTING SUCH A PLAN.

C. *State-wide Cataloging Center*

IT IS RECOMMENDED THAT THERE BE ESTABLISHED A STATEWIDE CATALOGING CENTER FOR THE COLLEGE AND UNIVERSITY LIBRARIES. THIS ACTION WILL TEND TO REDUCE THE NUMBER OF TECHNICAL SERVICES PERSONNEL NEEDED IN ACADEMIC LIBRARIES. MATERIALS PROCESSING CENTERS RECOMMENDED FOR EACH OF THE SEVEN LIBRARY SYSTEMS COULD BE UTILIZED BY ACADEMIC LIBRARIES AS WELL AS BY PARISH LIBRARIES.

D. *Central Storage Facility*

IT IS RECOMMENED THAT THERE BE A CENTRAL STORAGE FACILITY FOR THE USE OF ALL COLLEGE AND UNIVERSITY LIBRARIES, WHERE LESSER USED BUT VALUABLE RESEARCH MATERIALS MAY BE HOUSED LESS EXPENSIVELY.

E. *Library System Membership*

IT IS RECOMMENDED THAT EACH COLLEGE AND UNIVERSITY LIBRARY PETITION ITS ADMINISTRATIVE AND GOVERNING AUTHORITY TO JOIN THE LIBRARY SYSTEM IN WHICH GEOGRAPHIC REGION THE COLLEGE OR UNIVERSITY IS LOCATED.

IT IS RECOMMENDED THAT THE LANGUAGE, SUBJECT AND MATERIALS EXPERTISE OF THE STAFFS OF ACADEMIC LI-

BRARIES BE MADE AVAILABLE ON A COMPENSATORY BASIS FOR THE BENEFIT OF ALL MEMBERS OF A LIBRARY SYSTEM OR FOR THE STATE AS A WHOLE. FOR EXAMPLE, THE SERVICES OF AN EXPERT REFERENCE LIBRARIAN IN A LESSER KNOWN LANGUAGE MIGHT BE UTILIZED IN BOTH SYSTEM AND STATE-WIDE PLANS.

F. *Association of Academic Libraries*

IT IS RECOMMENDED THAT THE PRESENTLY CONSTITUTED COUNCIL OF ACADEMIC LIBRARIANS STUDY AND IMPLEMENT THE FOREGOING RECOMMENDATIONS, WORK TOWARD COOPERATIVE BOOK ACQUISITION PROGRAMS AND SYSTEMS OF RAPID COMMUNICATIONS IN COOPERATION WITH THE STATE LIBRARY AND THE LIBRARY SYSTEMS NETWORK.

G. *Participation in the Proposed Library Systems Communications Network*

IT IS RECOMMENDED THAT THE ACADEMIC AND APPROPRIATE SPECIAL LIBRARIES WITH STRONG SUBJECT COLLECTIONS BE INCLUDED IN THE STATE-WIDE LIBRARY SYSTEMS NETWORK, INVOLVING TELETYPE, LONG-DISTANCE XEROGRAPHY AND COMPUTERS.

H. *Consultants and Specialists*

IT IS RECOMMENDED THAT ONE OR MORE SPECIALISTS IN ACADEMIC, RESEARCH AND SPECIAL LIBRARIES BE ASSIGNED TO THE STAFF OF THE STATE LIBRARY TO REPRESENT AND INTERPRET REQUIREMENTS FOR THESE TYPES OF LIBRARIES IN THE STATE-WIDE NETWORK. PARTICULAR ATTENTION SHOULD BE PAID TO OTHER INFORMATION SYSTEMS SUCH AS THOSE BEING DEVELOPED BY STATE TECHNICAL SERVICES PROGRAMS FOR BUSINESS AND INDUSTRY.

I. *Union Lists: Materials and Subjects*

IT IS RECOMMENDED THAT UNION LISTS OF SPECIAL TYPES OF MATERIAL SUCH AS SERIALS, DOCUMENTS OR FILMS, AND MATERIALS IN SUBJECT SPECIALTIES SUCH AS LOUISIANA HISTORY BE PREPARED OR CONTINUE TO BE SUPPORTED FOR USE IN THE LIBRARIES OF THE STATE. IT IS DESIRABLE THAT THE SUBSTANTIAL ORIGINAL INVESTMENT IN THE UNION CATALOG OF LOUISIANA MATERIALS BE PROTECTED THROUGH CONTINUATION OF THIS AND SIMILAR PROJECTS.

J. Interlibrary Loan

The State Library and the parish libraries make demands on the resources of the academic institutions. As previously recommended, the State Library and the parish libraries should develop stronger non-fiction collections in order to alleviate this situation. It is recognized, however, that the college, university and special libraries will have resources requested by parish library users.

> IT IS RECOMMENDED THAT AN INTERLIBRARY LOAN CODE AND MANUAL BE DEVELOPED FOR USE BY THE ACADEMIC LIBRARIES PARTICIPATING IN THE STATE-WIDE SYSTEM. REIMBURSEMENT FOR PARTICIPATION SHOULD COMPRISE PART OF THE TOTAL PLAN.

K. Coordination of Library Development Within LSU

The decentralization of Louisiana State University has produced an unnecessarily competitive progam which suggests a careful review of its operations.

> IT IS RECOMMENDED THAT THERE BE A MEANINGFUL RELATIONSHIP AMONG THE LIBRARIES WITHIN THE LSU SYSTEM WITH RESPECT TO LIBRARY SALARY SCHEDULES, BENEFITS, SUPPORT, AND DEVELOPMENT PROGRAMS.

VIII. LIBRARY EDUCATION

A. Policy Statement by the American Library Association

> IT IS RECOMMENDED THAT THE LIBRARY EDUCATION PROGRAM IN LOUISIANA BE REVIEWED AND THAT CONSIDERATION BE GIVEN TO COORDINATING IT WITH THOSE POLICY STATEMENTS BEING DEVELOPED BY THE OFFICE FOR LIBRARY EDUCATION OF THE AMERICAN LIBRARY ASSOCIATION.
>
> IT IS FURTHER RECOMMENDED THAT THE FOLLOWING SPECIFIC PROPOSALS BE ACCEPTED WITH THIS ALA POSITION PAPER IN MIND, AND THAT THE LATTER HAVE PRECEDENCE WITH RESPECT TO THEIR IMPLEMENTATION.

B. Graduate Library Education

1. LIBRARY SCHOOL OF LOUISIANA STATE UNIVERSITY

> IT IS RECOMMENDED THAT THE LIBRARY SCHOOL OF LOUISIANA STATE UNIVERSITY BE STRENGTHENED SUBSTANTIALLY BY THE FOLLOWING:

a. Enrollment

The enrollment of the School warrants either a separate facility, or expanded quarters within the University Library building, to permit a larger student body. The need is for more classroom space, seminar rooms, and suitable offices for faculty and administration.

b. Quarters

Consideration should be given to the use of the Hill Memorial Library, suitably remodelled and air-conditioned, as a building for the library school, in order to accommodate the students denied admission because of lack of space, and to provide more commodious quarters for the faculty and students now in residence.

c. Personnel

Additional faculty members, research assistants and secretarial help should be provided to relieve the teaching and clerical load of the present faculty and to encourage more faculty research. Such action would also permit the enrollment of a larger number of students, and would provide for seminars, institutes and other formal instruction beyond the Master's program, designed specifically for the continuing education of librarians who should be kept abreast of new concepts and practices in librarianship.

d. Leadership

The aforementioned actions would lend stature to the school and equip it for an even more active role in library education throughout the State.

e. Extra-mural Courses and Continuing Education

Consideration should be given to course offerings in graduate library education directed by the school in remote parts of the State; consideration also should be given to the further strengthening of the school with respect to the continuing education needs of practicing librarians, by such programs as the present Post Master's training courses.

f. Relationship to University

Close cooperation should be continued in the administration of the library school library between the Director of the University Library and the Director of the Library School. The collection supports the curriculum well since it is large and comprehensive as well as being in close proximity to the broad collections of the university library.

g. Curriculum

In the development of the system concept, greater emphasis should be placed on library education which is sufficiently broad to qualify graduates to serve in all types of libraries, including library systems and centers. Public and parish libraries, academic and school libraries will have a more sophisticated requirement, training for which should be given attention by library educators throughout the State. In this connection, curricular development and evaluation should be undertaken.

h. Library Research

The development of Library Systems will emphasize the need within the Library School of Louisiana State University for research in problems related to this concept. It would be desirable to exchange ideas and experience between practicing librarians and teachers of library science.

2. OTHER GRADUATE LIBRARY SCHOOLS

It is recognized that additional graduate library programs in the State may be required in time. At present, however, the quality of any new programs at this level cannot be guaranteed, particularly as it affects staff, faculty, resources and facilities. Such proliferation within Louisiana would tend to weaken the Library School of Louisiana State University at a time when it needs strengthening.

> IT IS THEREFORE RECOMMENDED THAT AT THIS TIME NO FURTHER GRADUATE LIBRARY EDUCATION PROGRAMS BE INSTITUTED.

C. Undergraduate Library Education

Since there has been a proliferation of undergraduate library programs nationwide, increased attention is being focused on the effects on the student of possible loss of liberal arts background or general education. Consideration must be given to the advantages of these two alternatives.

1. In an era when educational attainments of the population are reaching new heights, there is a real question to be asked when encouraging undergraduate library education at the expense of liberal arts background. Despite critical shortages of library personnel, such practice may be a disservice to the potential librarian.

2. In academic and public libraries, college graduates can assume many duties and responsibilities as assistants to graduate librarians. This alternative solution has an inherent advantage of inducing the well-trained college graduate to pursue the graduate library degree if he wishes to advance within the profession. This proposal may have more validity in the sense that the librarian trained at the undergraduate level possibly has been deprived of some general education but also his mobility within the profession is impaired. While there is no accreditation of undergraduate library education, the American Library Association's Committee on Accreditation has prepared a statement to serve as a guide in developing such programs. The information contained in this publication has been used for self-evaluation of most of these curricula. The matter of certification is pertinent in the same way as is the presently required certificate for school librarians within Louisiana and many other states.

Educational preparation and certification for school librarianship in Louisiana necessarily follows the national pattern which adheres to that of other teaching personnel, especially since school librarians are quite properly members of the faculties of their schools. It may well be argued that the school librarian would be better prepared to meet his responsibilities if his education for librarianship were placed entirely at the graduate level, thus making no inroads on his general or liberal arts education. Such a solution, however, may not be feasible until all professional preparation for teaching in Louisiana is placed, as it is now in some states, at the graduate level.

> IT IS THEREFORE RECOMMENDED, IN LIGHT OF THESE TWO STATEMENTS, AS WELL AS THE CURRENT STUDY OF LIBRARY EDUCATION THAT NO SPECIFIC ACTION BE TAKEN AT THIS TIME. IT IS FURTHER RECOMMENDED THAT THESE UNDERGRADUATE PROGRAMS BE CONTINUED, AT LEAST FOR THE PRESENT, IN ORDER TO MEET EXISTING NEEDS AND THAT CONTINUING EVALUATION OF UNDERGRADUATE LIBRARY PROGRAMS BE CONDUCTED. IT IS ALSO RECOMMENDED THAT GREATER EMPHASIS BE PLACED ON EDUCATION FOR GENERAL LIBRARIANSHIP, INSTEAD OF ON SCHOOL LIBRARY SERVICE, AS A MEANS FOR MEETING THE NEEDS OF ALL TYPES OF LIBRARIES.
>
> IT IS RECOMMENDED THAT THE UNDERGRADUATE LIBRARY PROGRAMS BE LIMITED TO NO MORE THAN 18 HOURS, TO REDUCE TO THE MINIMUM THE ENCROACHMENT UPON THEIR LIBERAL ARTS PROGRAM OF STUDY, AND TO PROVIDE THE NECESSARY BACKGROUND FOR ADMISSION TO GRADUATE LIBRARY SCHOOL.

IX. Professional Associations

The professional library associations in Louisiana have been active useful forces for library development since 1910 when the State Association urged the enactment of legislation providing for the establishment of public library service. There have been numerous other exemplary instances of professional activities pursued by the associations, such as those mentioned with respect to leadership in establishing the office of Recorder of Documents and in securing legislation and funds for the *Louisiana Union Catalog*. The Association has established Modisette Awards to encourage improvement in library service and more effective trustee participation in library programs.

In 1946 the School Librarians Section of the Louisiana Teachers Association and the School Librarians Section of the Louisiana Library Association voted to permit one group of officers and committees to serve both associations. Both the school and public librarians through their professional associations have prepared library standards in an effort to gain political and financial support for substantial improvement in service. The 1964 publication of the Louisiana Library Association entitled *Standards Statement for Louisiana Public Libraries* is another example of the stature and influence of the professional library associations of Louisiana. Similar efforts have been made by school librarians and educators, under the leadership of James S. Cookston, State Supervisor of School Libraries. A major information program about school libraries and their influence in the educational process is a vital necessity if any appreciable improvement in the school library program in Louisiana is to be achieved. The Trustees Section of the Louisiana Library Association, in cooperation with the State Library, prepared a comprehensive and useful statement on the role and responsibilities of trustees. The organization of trustees by districts within the State has been nationally acclaimed.

In 1948 under the leadership of Miss Sue Hefley, who was then State Supervisor of School Libraries, the school library section of the Louisiana Library Association encouraged the Louisiana Association of School Librarians to organize the Louisiana Teen-Age Librarians Association. In 1950 this group held its first meeting and has been influential ever since in recruiting young people for the profession.

The role of the professional groups in the implementation of the recommendations in this report will be a major one. Committees of trustees, representing personnel from all types of libraries should conduct an information program relevant to this study throughout the State. The public relations program is vital to the success of the Library Systems recommended in this report.

Members of the Louisiana Library Association, the Louisiana Association of School Librarians, the Louisiana Chapter of the Special Libraries Association, the Council of Academic Librarians, the College Teachers of Library Science and the School Library Supervisors should study carefully this report with a view to becoming thoroughly familiar with its contents so that they can formulate an effective strategy with respect to required legislation and political support. It is recognized that at least a year's time will be required in this effort. Implementation of the recommendations will involve the concerted efforts of all members of these groups.

IT IS RECOMMENDED THAT OFFICIALS OF EACH OF THE ASSOCIATIONS:

1. STRENGTHEN THE COMMITTEE NOW RECRUITING CANDIDATES FOR THE PROFESSION THROUGH TRAINEESHIPS, INTERNSHIPS AND OTHER MEANS.
2. SUPPORT THE SCHOLARSHIP COMMITTEE ASSISTING PROMISING CANDIDATES IN THEIR LIBRARY SCHOOL TRAINING.
3. APPOINT COMMITTEES TO STUDY FURTHER THE CERTIFICATION REQUIREMENTS FOR QUALIFICATION IN THE VARIOUS FIELDS OF LIBRARIANSHIP.
4. APPOINT COMMITTEES TO ENLIST THE SUPPORT OF RELATED PROFESSIONAL GROUPS IN HELPING IMPLEMENT THIS REPORT.

X. CONCLUSION

In 1966 The National Advisory Commission on Libraries was established by the President to

1) appraise the role and adequacy of libraries, now and in the future, as sources for scholarly research, as centers for the distribution of knowledge, and as links in our nation's rapidly evolving communications network, and

2) evaluate policies, programs and practices of public agencies and private organizations—and recommend actions that might be taken by public and private groups to insure an effective, efficient library system for the nation.

While the formal report on the findings of the Commission has not been released to the public, a number of hearings have been held throughout the United States, including one in Baton Rouge in the fall of 1967. The Commission thus secured information from a variety of sources about the library and information programs now functioning. It appears clear that the federal government is concerned with the increasing need for information and materials and the necessity for organizing our communications activities into an effective system for the benefit of all citizens.

The libraries of Louisiana should and will play a vitally important part in this program. The plan proposed in this report should help Louisiana meet its own needs and at the same time become a part of the nationwide cooperative system the Commission envisions.

To recapitulate, the proposals in this report build on existing strengths in an effort to avoid duplication of effort, personnel, and expense. Factors evaluated in this report are:

1) the needs of library users and others who seek information; students, scholars, members of the professions, business, industry and government.

2) the organization necessary to effect the System concept; the existing parish library plan, each of which is actually a system of libraries itself; but now to include the resources of college, university and other academic library collections as well as those of special libraries on a compensatory basis; and the special skills of personnel in library education programs so that exchange of expertise can take place.

3) coordination by the State Library of the services to be rendered by the various types of libraries, marshalling all their resources in a meaningful grouping of information sources, and available to every resident of the State.

4) the public relations and information effort to help insure the success of the program outlined in this report and in which public officials at all levels, library trustees, members of professional associations, and other organizations, librarians, and citizens devoted to the cause of education conduct a rigorous campaign to convince the Governor, the State Legislature, and other appropriating authorities of the distinct advantages in a vastly improved program of state-wide library service.

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